

Williams College 2019-20 Catalog

catalog.williams.edu

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Enrollment & Graduation

Williams College is accredited by the New England Commission of Higher Education (NECHE).

The catalog contains information that is complete and accurate. Williams College reserves the right, however, to make changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate.

Correspondence

catalog.williams.edu/correspondence

Post office address:

Williams College
PO Box 687
Williamstown, MA 01267
413-597-3131

Correspondence concerning matters of general interest should be addressed to the President.

Other inquiries should be addressed to the following:

- Academic and Student Affairs: Dean of the College
- Admission of Students: Director of Admission
- Alumni: Director of Alumni Relations
- Business: Controller
- Development: Senior Development Officer
- Faculty Affairs: Dean of the Faculty
- Financial Aid: Director of Financial Aid
- Publications and Websites: Chief Communications Officer
- Sexual Misconduct: Title IX Coordinator
- Transcripts, Records, Catalog: Registrar

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

Non-Discrimination

catalog.williams.edu/non-discrimination

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

Inquiries should be addressed to:

Assistant Vice President & Title IX Coordinator
Office of Institutional Diversity and Equity
Williams College
PO Box 607
Williamstown, MA 01267
413-597-4376

Office of the President

president.williams.edu/college-governance/college-mission

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

Williams is fortunate to have extraordinary resources, but its strength derives above all else from the quality of its people.

Williams students rank with the best in the country; the rigor and competitiveness of the College's admission standards place Williams in the company of only a handful of other institutions. Over the past thirty years especially, Williams has both strengthened its academic profile and actively recruited a student body that is markedly more diverse in many dimensions, including race, national origin, and the educational and socio-economic background of its families.

The strength of the student body today is the product of the College's resolve to search as widely as possible for students of high academic ability and great personal promise. Diversity is not an end in itself, but a principle flowing from the conviction that encountering differences is at the heart of the educational enterprise—differences, certainly, of ideas and beliefs, but also differences of perspectives rooted in the varied histories students bring with them.

As both an educational and social imperative, we are committed to welcoming talented students irrespective of their financial resources, and it is therefore a central institutional priority—unwaveringly supported by all parts of the College community—to maintain our policies of need-blind admission for domestic students and of fully meeting a student's demonstrated need. And, recognizing that of those to whom much has been given much may properly be required, we ask all our students to understand that an education at Williams should not be regarded as a privilege destined to create further privilege, but rather as a privilege that creates the opportunity and responsibility to serve society at large.

We seek to capitalize on our character as a residential college by placing great emphasis on the learning that takes place not only inside the classroom, but outside as well, where students can strengthen mind, body, and spirit by participating in athletic teams, artistic performances, political debates, religious and volunteer groups, and nearly one-hundred-and-seventy extra-curricular organizations. We also urge students to see their college as a laboratory in citizenship. To an unusual degree, Williams gives students primary

responsibility for creating and governing their own community, whether as Junior Advisors (chosen by fellow students to live with and mentor first-year students), or as guardians of academic integrity through the student-led Honor Code.

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

But it is the teaching gene that especially defines Williams professors. They devote sustained attention every year to assessing the quality and freshness of the curriculum, and to crafting pedagogical approaches that help nurture in their students a passionate pleasure in the life of the mind. Faculty members invite students to become partners in the process of intellectual discovery. That partnership becomes visible in every classroom, where students are expected to contribute rather than consume; in the challenging setting of Williams tutorials, where students take the lead in explaining what is interesting and consequential about that week's assignment; and in the College's ambitious programs to engage students directly in faculty research.

But the classroom and curriculum are only the entry points. Professors at Williams want to know not only *what* their students think, but *how* they think and *who* they are. They want to know students in all their dimensions—to learn their histories and hopes, to advise them on matters personal as well as academic, to see them as complex individuals who deserve attention and respect.

Faculty and students together, learning with and from each other in a community whose intimacy of scale fosters close personal and intellectual relationships; where concern for the needs and ideas of other people is not only an educational, but an ethical, imperative; where the values of engagement and decency fundamentally shape the educational process: These are the ideals to which Williams faculty and students aspire.

They have strong partners. Williams is blessed with an enormously talented administrative and support staff; they keenly understand the College's mission and devote their energies to advancing it. Williams alumni are fiercely and intelligently loyal, contributing generously of their time, experience, and resources. Far from insisting that the College remain as it was in their time, alumni encourage Williams to reinvent itself for each new generation. Williams

trustees (all of whom are currently alumni) provide discerning strategic direction and careful stewardship of the College's assets. While the board is fully engaged, it keeps its focus on large policy issues and long-term decisions.

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

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

- Our purpose is not to offer specialized or professional training, but to develop in our students strong writing, speaking, and quantitative abilities, as well as analytical and interpretive talents, tested in relation to a wide range of issues and disciplines. We embrace the liberal arts claim that a broadly educated person will be more capable of adapting to the particular needs of the professions and of public life than a person narrowly trained in singular subjects.
- Our curricular requirements aim to negotiate the crucial balance between breadth and depth. We combine an appropriately liberal distribution of each student's course choices across the curriculum with some measure of control over the methods and subject matter of at least one field. While fully recognizing the important value of disciplinary approaches and the departmental structures that support them, we have welcomed and participated in the academy's growing emphasis on inter-disciplinary learning as a way of understanding the inter-connectedness of ideas, and as a bulwark against the fragmentation of knowledge.
- Through the increasingly global reach of our curriculum, as well as the diversity of our campus community, we seek to develop in students the capacity to see beyond the limits of their own experience. So many of the world's problems—from racism, to sectarian and nationalistic violence, to everyday forms of disrespect—stem from a failure to imagine our way into the lives of other people, a failure to understand the beliefs and contingencies that shape their lives, a failure to hear the stories that other people are trying to tell us. A liberal education alone cannot solve the world's problems, but it can help to open minds and deepen human empathy.

- Our curriculum is as varied, up-to-date, and forward-thinking as the contemporary world requires, but we also want to strengthen our students' curiosity about, and respect for, the past: for the story of how people before us have responded to challenges different from—but analogous to—our own, for the story of where human beings have been, what we have achieved, and how we have failed. We want to resist the tendency to see our historical moment as so much more complex and dangerous than those experienced by earlier generations that we fail to think of the past as something that calls to us with an urgent, or admonitory, or even sympathetic voice.
- We want, too, to lean against the growing culture of simplification, where intricate issues are boiled down into fiercely held “positions,” where counter-arguments are seen as irritating distractions from clarity, where “points” have more power and visibility than the thinking that produced them. We want instead to inspire in our students the confidence to be undaunted by complexity, and to embrace it in ways that will prove valuable to them and to society at large.
- We aim to encourage students to develop a personal stance toward learning and knowledge, and to make judgments that put their beliefs and values on the line. We want them to have the courage of their convictions, but at the same time, to seek out criticism of their own ideas, and to appreciate the virtues of personal and intellectual humility.

These values and ambitions will serve as beacons into a future when the college will continue to encounter, and continue to welcome, changes in our demographics, our curriculum, our approaches to what and how we learn. To remain a vibrant institution that both reflects and leads the society of which it is a part, Williams must always adapt and grow, and be prepared—as we tell our students they too must be prepared—to respond in an agile, nuanced way to needs and challenges we cannot yet anticipate.

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

The most versatile, the most durable, in an ultimate sense the most practical knowledge and intellectual resources which [students] can now be offered are those impractical arts and sciences around which a liberal education has long centered: the capacity to see and feel, to grasp, respond, and act over a widening arc of experience; the disposition and ability to think, to question, to use knowledge to order an ever-extending range of reality; the elasticity to grow, to perceive more widely and more deeply, and perhaps to create; the understanding to decide where to stand and the will and tenacity to do so; the wit and wisdom, the humanity and humor to try to see oneself, one's society, and one's world with open eyes, to live a life usefully, to help things in which one believes on their way. This is not the whole of a liberal arts education, but as I understand it, this range of goals is close to its core.

So it was more than a half-century ago, and so it remains today.

The statement above is the product of discussions during the 2016-17 academic year in the Accreditation Self-Study Steering Committee, whose twenty-eight members include faculty, students, and administrators, and in the Williams College Board of Trustees. The Board approved this statement in June 2017.

Admission

catalog.williams.edu/admission

Williams uses a holistic admission process that focuses on gaining a deeper understanding of an applicant's academic achievements and personal character. Applicants to Williams should pursue the strongest program of study offered by their schools. While there are no absolute requirements for admission, competitive first-year candidates typically study English, math, natural science, foreign language and social studies in four-year sequences and present a distinguished record throughout their secondary school career.

While the academic record is the most important factor in the admission process, we seek students who will serve as leaders not only in the classroom but also in the community at large. To that end, we also consider all candidates' non-academic involvements and achievements at school and in their communities. A strong co-curricular record might reflect a wide range of talents and achievements or distinguished accomplishment in just one or a few areas.

First-Year Applicants

First-year applicants for whom Williams is their first-choice college may apply under the binding Early Decision program. The deadline for submission is November 15, and applicants will receive notice of a decision by December 15. Early Decision applicants may submit an Early Decision application to only one institution and, if admitted under Early Decision, are expected to withdraw all other college applications and to initiate no new applications.

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for submission is January 1, and applicants will receive notice of a decision by April 1. The majority of applicants apply under Regular Decision and, if admitted, have until May 1 to accept their place in the class. Acceptances are always contingent upon the applicant finishing the school year in good standing.

Here is additional information about the admission process and required materials.

Transfer Applicants

Williams welcomes transfer applications from students with strong intellectual promise and community engagement. Transfer students may apply for fall enrollment only; we do not accept mid-year transfers. Students will be informed of their class standing at the point of admission. Those who enroll as first-semester juniors will select a major upon matriculation. Students are not eligible for admission if they have already received a bachelor's degree.

30 semester hours are considered equivalent to a full year at Williams. Students with one year or more of college credit completed or in process should apply as transfers. Students with less than one year of college credit are encouraged to apply as first-years. Regardless of how you apply, college credit may be considered for course placement.

Williams students must fulfill a two-year residency requirement, so transfer students will be granted a maximum of two years' worth of credit. Students who have earned more than two years of transferable credit must relinquish credit in order to meet the residency requirement, but they may still use that credit for course placement.

The deadline for transfer application submission is March 1. Applicants will receive notice of a decision by April 15 and have until June 1 to accept their place in the class.

Here is additional information about the transfer admission process and required materials.

Veteran Applicants

Williams encourages applications from individuals who have actively served in the U.S. military. Veterans may apply either as first-year or transfer students, depending on the amount of college coursework completed. Please consult the Transfer Applicants page for more information. The Registrar will determine how much credit will be awarded for work completed at other institutions.

We require transcripts of all secondary and post-secondary academic work, including any coursework completed during service. We take a holistic approach to the admission process, and will evaluate each application—including these transcripts—in context, taking into account any time that may have elapsed since enrollment. If service has caused gaps in academic work for more than two years, we recommend enrolling in challenging college-level courses prior to submitting a formal application. Successful completion of post-secondary coursework will provide us with the most recent picture of academic abilities and the best evidence of potential for academic success.

Our standard applications for admission may not accurately capture all of a veteran's individual interests and experiences, so we encourage applicants to detail any unique circumstances and achievements in the additional information section or by submitting supplementary materials.

An application fee waiver is available for all veterans and can be requested on the Coalition Application and the Common Application. A fee waiver for the CSS PROFILE is also available by emailing the Admission Office.

We meet 100 percent of each admitted veteran's demonstrated financial need for four years. In many cases, this may well exceed the aid provided by veterans' benefit programs.

More detailed information on available financial aid, Post-9/11 GI Bill benefits, and our participation in the Yellow Ribbon Program, is available on the Financial Aid Office site.

International Applicants

Williams is committed to building a community that includes the brightest minds from around the world. Each year, we receive nearly 2,300 international applications—that is, from students who, regardless of country of residence, do not hold U.S. citizenship, permanent residency or a green card—from more than 100 countries. Today, international students make up nine percent of the Williams student body.

Given the number of international applicants to Williams annually, the Admission Committee is familiar with the nuances of school systems and curricula from around the world. Therefore, international applicants follow the same application procedures as U.S. citizens and are not required to submit any additional forms or testing. Those students whose first language or language of academic instruction is not English must document their English proficiency, but there is no one required examination. While we are happy to review TOEFL or IELTS results, such examinations are not requirements for admission to Williams.

For more information please contact:

Office of Admission
Williams College
Weston Hall
995 Main Street
Williamstown, MA 01267
413-597-2211
admission@williams.edu
admission.williams.edu

Financial Aid

catalog.williams.edu/financial-aid

Williams has one of the most generous financial aid programs in the country, thanks to generations of gifts from alumni, parents, and friends. It allows us to award more than \$60 million a year in financial aid to more than half of all Williams' students. Our financial aid program is based entirely on need, and we meet 100 percent of every student's demonstrated need. We are committed to working with students and their families to make a Williams' education affordable.

Here are details for all applicants and current students about the financial aid process and required application materials based on your citizenship status.

First-Year Applicants

First-year applicants for whom Williams is their first-choice college may apply under the binding Early Decision program. The deadline for financial aid is November 20, and applicants will receive notice of a decision by December 15.

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for financial aid is January 15, and applicants will receive notice of a decision by April 1.

Transfer Applicants

Transfer applicants who wish to apply for financial aid as part of the admissions process should do so by March 15 and applicants will receive notice of a decision by May 1.

Current Students

Current students who have received financial aid in past or would like to be considered for the first time should apply for financial aid annually. Preferred submission date for all current students is November 15 for the following academic year. Student who meet this submission date will expect to receive their award for the following academic year before the end of spring term. **Please note that international students who did not apply for financial aid during the admission process will not receive financial aid during their time at Williams.**

Contact Us

Here is detailed information about our policies and procedures as well as our most frequent questions. All applicants are assigned a financial aid officer to walk them through each step and their officer is listed on the award notice.

For more information please contact:

Office of Financial Aid
Williams College
Weston Hall
995 Main Street
Williamstown, MA 01267
413-597-4181
finaid@williams.edu
finaid.williams.edu

Tuition & Fees

catalog.williams.edu/tuition-fees

Williams College, within the limits of available funds, offers educational opportunities to all who qualify for admission. Endowment income and annual contributions from alumni and friends allow Williams to keep tuition at about half the actual cost per student.

The Student Accounts Office oversees billing and expenses—detailed information can be found on their site.

Comprehensive Fee

Charges for 2019-20 tuition, room, board, and fees are as follows:

Tuition	\$56,970
Room	\$7,600
Board	\$7,390
Activities & Residential House Fees	\$310
Study Away Fee (if applicable)	\$1,500

Health Insurance

The Commonwealth of Massachusetts requires health insurance for all full and three-quarter time students.

Williams offers a qualifying student health insurance plan through Blue Cross Blue Shield of Massachusetts (BCBS). Information about the plan is emailed to every student in May. Students enrolled in the Williams plan for 2019-20 will be charged \$2,134 for this coverage.

Participation in this plan may be waived if a student certifies prior to August 1 that the coverage offered by an alternative program is comparable to the plan offered by Williams. Questions about the plan or online waiver/enrollment process should be directed to Gallagher Student Health.

Term Bill Payments

Term bills for one-half of the annual comprehensive fee are issued electronically to students twice a year:

- mid-July due by August 15
- mid-December due by January 15

Additional billing statements are sent on a monthly basis with any miscellaneous charges or credits that are posted to a student's account during the course of the term.

Students are encouraged to grant access to parents and other parties to the Student Account Center to pay and view bills online. Payments may be made by echeck, ACH or by credit card (2.99% convenience fee). International payments may be made by wire transfer through Flywire. Payments may also be made by check, mailed directly to:

Williams College
Student Accounts Office
PO Box 406
Williamstown, MA 01267

Payment Plans

Williams offers two installment payment plans, administered by Tuition Management Systems' Student Account Center (SAC), where charges for each term are paid in equal installments, with no interest charges:

- 5-month plan (July-November for fall and December-April for spring), or
- 4-month plan (August-November for fall and January-April for spring)

Information on payment plan options and SAC can be found at the [Student Account Center](#).

Returned Checks

A \$30 charge will be assessed for each returned check paid directly to Williams or any payment through the Student Account Center. A cashier check or money order may be required as payment for a returned check.

Outside Scholarships/Employer Tuition Benefit Plans

Students who receive a scholarship that was not awarded through the Financial Aid Office, or an employer tuition benefit plan, must complete a Scholarship Information Sheet and submit it to the Financial Aid Office by May 30. Provisional credit will be posted to the term bill. If actual payment for the provisional credit is not received by the date anticipated, the provisional credit will expire and be removed from a student's account creating a balance due.

Loans

The Financial Aid Office has information about loan options available to parents.

Outstanding Balances

Accounts that are not paid in full by the due date may be assessed a \$250.00 late fee. This includes accounts which have a balance due to a late loan application or the failure of the student or parent to sign promissory notes on a timely basis.

A student with an outstanding balance may be held from the following activities:

- Returning to campus for new semester
- Pre-registration for following semester
- Drop/add for current semester
- Housing lottery for next semester
- Parking lottery for next semester

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

Refund Policy

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. Below is the Williams College Refund Policy for the 2019-20 academic year:

Fall Semester 2019		Spring Semester 2020
Withdrawal Date	% Refunded	Withdrawal Date
Prior to the start of classes 9/5	100% tuition, room, board	Prior to the start of classes 2/5
9/5-9/11	90% tuition, board only*	2/5-2/1
9/12-/18	80% tuition, board only	2/12-2/18
9/19-9/25	70% tuition, board only	2/19-2/25
9/26-10/2	60% Tuition, board only	2/26-3/3
10/3-10/9	50% Tuition, board only	3/4-3/10
10/10-10/16	40% Tuition, board only	3/11-3/17
10/17-10/23	30% Tuition, board only	3/18-3/24
10/24-10/30	20% Tuition, board only	3/25-3/31

After 10/30

No refund

After 3/31

*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the Williams' student health insurance plan will continue for the duration of the plan (August 15-August 14).

Federal Funds Repayment

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

Tuition Insurance

Williams offers a GradGuard™ Tuition Protection Plan which supplements the Williams College Refund Policy in the case of a medical withdrawal.

Tax Forms

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

Veterans Affairs' (VA) Title 38 United States Code Section 3679(e) School Compliance Statement

Williams College's billing policy is compliant with the requirements of 38 USC 3679(e). Any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

For students under chapter 33, a certificate of eligibility can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits. For students under chapter 31, a VAF 28-1905 form serves as authorization of benefits.

Williams College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Academic Calendar

catalog.williams.edu/academic-calendar

2019

August-September	26-4	Monday-Wednesday	First Days
September	2	Monday	Williams Reads
September	3-13	Tuesday-Friday	Drop/add period
September	4	Wednesday	First-year student advising
September	4	Wednesday	Tutorial drop deadline, 4:00 pm
September	5	Thursday	Fall semester classes begin
September	7	Saturday	Convocation
September	13	Friday	Independent Study forms due, 4:30 pm
September	26	Thursday	Last day to register for Winter Study travel courses Last day to submit Winter Study 99s to faculty sponsors
October	TBA	One of first three Fridays	Mountain Day
October	14-15	Monday-Tuesday	Reading period, no classes
October	17	Thursday	Last day to drop an extra-graded fourth or fifth course, 4:30 pm
October	25-27	Friday-Sunday	Family Days
October-November	28-4	Monday-Monday	Spring 2020 preregistration period
November	6-10	Wednesday-Sunday	Winter Study registration period

November	9	Saturday	Homecoming
November	14	Thursday	Last day to change grading option of a course to pass/fail, 4:30 pm
November	15	Friday	Last day to withdraw from a course
November	20-24	Wednesday-Sunday	Last Chance Winter Study registration period
November	22	Friday	Last day to claim exam hardship
November-December	27-1	Wednesday-Sunday	Thanksgiving Break
December	6	Friday	Fall semester classes end
December	7-10	Saturday-Tuesday	Reading period
December	7-15	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
December	10	Tuesday	Last day written work due in courses with final exams, 5:00 pm
December	11-16	Wednesday-Monday	Scheduled final exam period
December	14	Saturday	Last day written work due in courses without final exams, 5:00 pm
December	20	Friday	Fall semester grades due
2020			
January	6	Monday	Winter Study begins
January	20	Monday	Martin Luther King Jr. Day, no classes
January	30	Thursday	Winter Study ends
February	3	Monday	Winter Study grades due
February	3-14	Monday-Friday	Drop/add period
February	4	Tuesday	Tutorial drop deadline, 4:00 pm

February	5	Wednesday	Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)
February	6	Thursday	Claiming Williams Day, no classes
February	7	Friday	Classes resume assigned schedule
February	14	Friday	Independent Study forms due, 4:30 pm
February	14-15	Friday-Saturday	Winter Carnival, no classes
March	19	Thursday	Last day to drop an extra-graded fourth or fifth course, 4:30 pm
March-April	21-5	Saturday-Sunday	Spring Break
April	6	Monday	Spring semester classes resume
April	16	Thursday	Last day to change grading option of a course to pass/fail, 4:30 pm
April	17	Friday	Last day to withdraw from a course
April	20-27	Monday-Monday	Fall 2020 preregistration period
May	8	Friday	Last day to claim exam hardship
May	15	Friday	Spring semester classes end
May	16-19	Saturday-Tuesday	Reading period
May	16-24	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
May	19	Tuesday	Last day written work due in courses with final exams, 5:00 pm
May	20-25	Wednesday-Monday	Scheduled final exam period
May	23	Saturday	Last day written work due in courses without final exams, 5:00 pm

May	29	Friday	Senior grades due, 12:00 pm
June	1	Monday	Spring semester grades due (all other students)
June	6	Saturday	Baccalaureate Service Class Day
June	7	Sunday	Commencement
June	11-14	Thursday-Sunday	Alumni Reunions

Number of Class Meetings

	Mornings		Afternoons			Evenings
	M, W, F	T, Th	M, Th	W	T, F	M, W
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 24 calendar days.

2020

August-September	31-9	Monday-Wednesday	First Days
September	7	Monday	Williams Reads
September	8	Tuesday	First-year student advising
September	10	Thursday	Fall semester classes begin
September	12	Saturday	Convocation
October	TBA	One of first three Fridays	Mountain Day
October	12-13	Monday-Tuesday	Reading period, no classes
October	23-25	Friday-Sunday	Family Days
November	7	Saturday	Homecoming

November	25-29	Wednesday-Sunday	Thanksgiving Break
December	11	Friday	Fall semester classes end
December	12-15	Saturday-Tuesday	Reading period
December	12-20	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
December	16-21	Wednesday-Monday	Scheduled final exam period
2021			
January	4	Monday	Winter Study begins
January	18	Monday	Martin Luther King Jr. Day, no classes
January	28	Thursday	Winter Study ends
February	3	Wednesday	Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)
February	4	Thursday	Claiming Williams Day, no classes
February	5	Friday	Classes resume assigned schedule
February	19-20	Friday-Saturday	Winter Carnival, no classes
March-April	20-4	Saturday-Sunday	Spring Break
April	5	Monday	Spring semester classes resume
May	14	Friday	Spring semester classes end
May	15-18	Saturday-Tuesday	Reading period
May	15-23	Saturday-Sunday	Self-Scheduled and Take-Home final exam period

May	19-24	Wednesday-Monday	Scheduled final exam period
June	5	Saturday	Baccalaureate Service Class Day
June	6	Sunday	Commencement
June	10-13	Thursday-Sunday	Alumni Reunions

Number of Class Meetings

	Mornings		Afternoons			Evenings
	M, W, F	T, Th	M, Th	W	T, F	M, W
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 24 calendar days.

2021

August-September	30-8	Monday-Wednesday	First Days
September	6	Monday	Williams Reads
September	7	Tuesday	Rosh Hashanah
September	8	Wednesday	First-year student advising
September	9	Thursday	Fall semester classes begin
September	11	Saturday	Convocation
October	TBA	One of first three Fridays	Mountain Day
October	11-12	Monday-Tuesday	Reading period, no classes
October	22-24	Friday-Sunday	Fall Family Days

November	13	Saturday	Homecoming
November	24-28	Wednesday-Sunday	Thanksgiving Break
December	10	Friday	Fall semester classes end
December	11-14	Saturday-Tuesday	Reading period
December	11-19	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
December	15-20	Wednesday-Monday	Scheduled final exam period
2022			
January	3	Monday	Winter Study begins
January	17	Monday	Martin Luther King Jr. Day, no classes
January	27	Thursday	Winter Study ends
February	2	Wednesday	Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)
February	3	Thursday	Claiming Williams Day, no classes
February	4	Friday	Classes resume assigned schedule
February	18-19	Friday-Saturday	Winter Carnival, no classes
March-April	19-3	Saturday-Sunday	Spring Break
April	4	Monday	Spring semester classes resume
April	TBA	Saturday-Sunday	Spring Family Days
May	13	Friday	Spring semester classes end
May	14-17	Saturday-Tuesday	Reading period

May	14-22	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
May	18-23	Wednesday-Monday	Scheduled final exam period
June	4	Saturday	Baccalaureate Service Class Day
June	5	Sunday	Commencement
June	9-12	Thursday-Sunday	Alumni Reunions

Number of Class Meetings

	Mornings		Afternoons			Evenings
	M, W, F	T, Th	M, Th	W	T, F	M, W
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 25 calendar days.

Curricular Opportunities

catalog.williams.edu/curricular-opportunities

Concentrations

In addition to majoring in a field, students may choose to concentrate elective courses in a single topic or area. A concentration is normally declared spring of sophomore year. Concentrations are offered in the following programs:

Coordinate Programs

A number of programs do not offer concentrations formally, but do provide students with the opportunity to study interdisciplinary topics:

These programs provide guidance only and do not appear on transcripts.

Honors Program

The Honors Program requires two or three courses (one of which may be a Winter Study course) constituting a clearly interrelated pattern of study in the form of specialization within the major or interdisciplinary study with courses from other programs, and culminates in a thesis or project. At least one of the courses is in addition to the minimum number required for the major or concentration. Students must do the equivalent of two theses or projects to be eligible for honors in two majors or a major and concentration.

Prior to enrolling in the final required course for their program and before senior year, students should contact individual departments or programs for information about special criteria, procedures, and patterns of study for honors.

The degree is awarded with honors or highest honors at the end of senior year if, in the judgment of the department or program, its criteria of excellence have been met.

As the final step, honors theses or projects must be submitted to Special Collections, according to their specific guidelines.

Foreign Language Certificates

Certificates are awarded in Arabic, French, German, Russian, and Spanish. The certificate confirms a particular degree of proficiency, cultural literacy, and experience with the language. The number of courses required for a certificate varies, depending on the language. Please see individual programs for details.

Combined Program in Liberal Arts and Engineering

Williams offers opportunities for students to combine their liberal arts education at Williams with undergraduate professional training in engineering via two 5-year dual-degree programs: a 3-2 program with the Fu Foundation School of Engineering and Applied Science at Columbia University, and a 2-1-1-1 program with the Thayer School of Engineering at Dartmouth. Upon successful completion of either of these programs, a student receives a Bachelor of Arts degree from Williams as well as either a Bachelor of Science (Columbia) or Bachelor of Engineering (Dartmouth) degree in an engineering discipline.

Students interested in pursuing either dual-degree program must complete the requirements for a Williams degree, including the major and distribution requirements, as well as the prerequisite courses for their engineering program of choice, so it is necessary to plan course selections at Williams carefully. The Physics Department's Pre-Engineering site includes a list of Williams courses recommended to prospective engineers, as well as links to further resources.

A popular alternative to the dual-degree programs is to complete the Williams B.A. in the usual four years, majoring in one of the sciences, and then go directly to a graduate program in engineering.

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

Tutorial Program

The Tutorial Program offers Williams students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

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

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

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

At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

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

Registration Information

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

This is a current list of tutorials offered.

Independent Study

When students wish to study a subject not covered by regular course offerings, arrangements can be made to take independent study courses under faculty supervision. Once plans for an independent study have been discussed with a faculty sponsor, the Independent Study Request form should be submitted before the beginning of the semester in which the independent study will be taken, but no later than the last day of drop/add period.

Cross-Enrollment Program

Students may register at Bennington College or Massachusetts College of Liberal Arts for courses not offered at Williams.

Please note, one and two credit courses at Bennington College are not transferable.

Contact the Registrar's Office to make arrangements.

Study Away

Students are encouraged to think about the option of study away as they begin the process of considering major fields and course requirements sophomore year. All students in good standing with no deficiencies, including financial aid recipients, are encouraged to study away during all or part of their junior year. The Office of International Education and Study Away offers up to 200 approved programs, both domestically and internationally, for students to choose from. Nearly 50% of the junior class chooses to study away for a full semester or academic year.

Credit earned in the Williams-Mystic Maritime Studies Program and the Williams-Exeter Programme at Oxford University are considered Williams credits and the grades will be applied toward the GPA. Students participating in all other approved programs will receive general credit and their GPA will not be impacted, however, the experience will appear on their Williams transcript. Coursework will transfer toward the Williams degree assuming students earn a C- or above. Approval is required from the chair of a student's major department for major credit; the Director of International Education and Study Away and the Committee on Academic Standing (CAS) for general credit.

The one-time petition deadline is March 1st the year before a student chooses to study away. To learn more about the process please contact the Office of International Education and Study Away.

Experiential Education

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

Special Academic Programs

The Office of Special Academic Programs (OSAP), part of the Office of Institutional Diversity and Equity, develops and administers programs that address diversity and inclusion in higher education. Beginning with the pre-enrollment programs—Summer Humanities and Social Sciences (SHSS) and Summer Science Program (SSP)—OSAP provides opportunities for students to thrive academically. The Mellon Mays Undergraduate Fellowship (MMUF) and the Allison Davis Research Fellowship (ADRF) give selected students the opportunity to learn advanced research skills and practice them on research projects of their own design with the guidance of a faculty mentor and a cohort of peers. The fellowships offer stipends so students can use their time to pursue research instead of campus and summer jobs. The ultimate goal of these fellowships is to increase the number of students from underrepresented groups in PhD programs and academic careers. OSAP also helps connect eligible students to a variety of other opportunities, from the Creating Connections Consortium (C3) summer fellowships to the Institute for Recruitment of Teachers (IRT) to a wide variety of summer research programs. More information can be found on the OSAP site.

Degree Requirements

catalog.williams.edu/degree-requirements

Summary

Williams College offers a course of study leading to the Bachelor of Arts degree. The course requirements prescribe both the number of courses to be completed and the minimum grade level to be achieved; the curriculum also requires that each student explore several fields of knowledge and major in one.

To be eligible for the Bachelor of Arts degree students must complete the following requirements within eight semesters, including any semesters for which a student receives credit while not in residence at Williams (semesters spent away on exchange or other approved programs at other colleges are included in the eight semesters):

- Pass 32 semester courses (4 per semester):
 - at least 29 of which must be regularly graded A-E, including 19 with grades of C- or better;
 - a maximum of 3 P/F courses, with a limit of 1 P/F per semester;
 - students may not repeat a course for which degree credit has been awarded.
- Fulfill the four-part distribution requirement with graded courses taken at Williams or at programs under the direction of Williams College faculty:
 1. Divisional requirement: three graded semester courses (with two different prefixes) in each division, two of which must be completed by the end of sophomore year.
 2. Writing Skills (WS) requirement: two writing skills courses, one by the end of sophomore year, and one by the end of junior year.
 3. Difference, Power, and Equity (DPE) requirement: one before graduation, however, students are urged to complete the course by the end of sophomore year. (Class of 2020, 2021: students who have successfully completed an EDI course do not need to complete a DPE course; students who have not taken an EDI course can satisfy the requirement by completing a DPE course. Class of 2022, 2023: students must satisfy the DPE requirement).
 4. Quantitative/Formal Reasoning (QFR) requirement: one by the end of junior year.
- Complete all requirements for the major with an average of C- or higher.
- Pass four Winter Study courses.
- Complete four quarters of physical education by the end of sophomore year in at least two different activities.
- Take the swim test at the start of the first semester at Williams—students who fail to complete the test must pass a basic swim course.

- Be in residence at Williams eight semesters, two of which can be an approved Study Away program. Students must be in residence for both semesters of their final year.

Academic Requirement

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

Distribution Requirement

The distribution requirement falls into four parts. **Courses used to fulfill these requirements must be regularly graded.**

1) Divisional requirement: Designed to ensure students take an appropriately diverse distribution of courses across the full range of the curriculum.

Courses are grouped into three divisions:

- Division I: Languages and the Arts
- Division II: Social Studies
- Division III: Science and Mathematics

Students must complete at least three graded semester courses in each division. Two in each division must be completed by the end of sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix. The courses must be taken at Williams or at programs under the direction of Williams College faculty.

There may be exceptions to divisional credit, and those exceptions are noted in individual course descriptions.

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

- Arabic (exceptions, see individual course descriptions)
- Art History
- Art Studio
- Asian Studies (any Asian Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course

- descriptions)
- Chinese (exceptions, see individual course descriptions)
- Classics
- Comparative Literature
- Critical Languages
- Dance
- English
- Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- French
- German
- Greek
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Italian
- Japanese (exceptions, see individual course descriptions)
- Latin
- Literary Studies
- Maritime Studies (exceptions, see individual course descriptions)
- Music
- Russian
- Spanish
- Theatre

Division II courses consider the institutions and social structures that human beings have created, whether knowingly or unknowingly, and which in turn markedly affect their lives. These courses are intended to help students recognize, analyze, and evaluate these human structures in order that they may better understand themselves and the social world in which they live.

- Africana Studies
- American Studies
- Anthropology
- Arabic (exceptions, see individual course descriptions)
- Asian Studies (any Asian Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- Chinese (exceptions, see individual course descriptions)
- Cognitive Science
- Economics
- Environmental Studies (any Environmental Studies course that is also cross-listed with

another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)

- Global Studies
- History
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Japanese (exceptions, see individual course descriptions)
- Jewish Studies
- Justice and Law
- Latina/o Studies
- Leadership Studies
- Maritime Studies (exceptions, see individual course descriptions)
- Philosophy
- Political Economy
- Political Science
- Psychology (some exceptions, see individual course descriptions)
- Public Health (exceptions, see individual course descriptions)
- Religion
- Science and Technology Studies
- Sociology
- Women's, Gender and Sexuality Studies

Division III courses are intended to provide some of the factual and methodological knowledge needed to be an informed citizen in a world deeply influenced by scientific thought and technological accomplishment, and to cultivate skill in exact and quantitative reasoning.

- Astronomy
- Astrophysics
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Computer Science
- Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- Geosciences
- History of Science (exceptions, see individual course descriptions)
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Maritime Studies (exceptions, see individual course descriptions)
- Mathematics
- Neuroscience

- Physics
- Psychology (exceptions, see individual course descriptions)
- Statistics

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

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students' writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students' writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

All students are required to take TWO WS courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WS courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

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

More information for faculty.

3) Difference, Power, and Equity (DPE) requirement: Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The DPE requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE DPE course. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must petition the Committee on Educational Affairs (CEA) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

Class of 2020, 2021

Students who have successfully completed an EDI course do not need to complete a DPE course.

Students who have not taken an EDI course can satisfy the requirement by completing a DPE course.

Class of 2022, 2023

Students must satisfy the DPE requirement.

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

More information for faculty.

4) Quantitative/Formal Reasoning (QFR) requirement: This requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into MATH 100/101/102, which is to be taken before fulfilling the QFR requirement.

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

More information for faculty.

Major Requirement

The major requirement is designed to assure that all Williams students have the experience of disciplined and cumulative study, carried on over an extended period of time, in an important field of intellectual inquiry. Students are required to declare a major spring of sophomore year.

Majors

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

General Structure of Majors

1) Students must elect at least nine courses in their major field. A major may also require an additional course and/or one Winter Study course during junior or senior year.

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

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

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

Major and Concentration

A student can count a course twice for a major and a concentration.

Two Majors

Although students may be granted permission to use a course from one major to fulfill a particular requirement in another, a student must take the minimum number of courses in each field without counting any course twice. Students may be a candidate for honors in either or both of the majors, but a course for honors in one major may not be used for an honors course in another.

Three Majors

Students may complete three majors with the permission of all majors and the Committee on Academic Standing (CAS). Although students may be granted permission to use a course from one major to fulfill a particular requirement in another, a student must take the minimum number of courses in all fields without counting any course twice. Students may be a candidate for honors in either or all of the majors, but a course for honors in one major may not be used for an honors course in another.

Contract Major

Students who wish to undertake the coherent study of an interdisciplinary subject not

covered by a regularly offered major may propose a Contract Major. Those interested in this option should thoroughly review the Contract Major site, and begin consulting with the Contract Major Advisor and potential faculty advisors fall semester of sophomore year. Students completing a Contract Major may not do so in conjunction with a second major.

Winter Study

Winter Study, which began in 1967, is intended to provide students and faculty with a dramatically different educational experience. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In their academic work (which is graded Pass, Perfunctory Pass, or Fail) students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better.

Students who fail their Winter Study course will be required to make up the deficiency. Students who fail through gross neglect of work may be put on academic probation or required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course the following spring or fall semester.

Swim Test

Williams believes it is vitally important that students possess the ability to swim.

A swim test is required of all first-year students at the start of the academic year. Students are required to swim 25 yards front crawl and 25 yards backstroke.

While all first-year students are required to report to the pool for the swim test, non-swimmers are not required to take the test but must register for a beginning swim class through the Physical Education Department during the first quarter of the year.

The swim test is designed to be a safe and comfortable experience for everyone. If a student would prefer to take the swim test in a private setting, for reasons of religious observance or gender identity/expression, accommodations can be made.

Physical Education Requirement

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

Students must complete four PE credits as a requirement for graduation.

Students must complete at least two PE credits during the first year.

All four PE credits must be completed by the end of a student's sophomore year. Students will not be permitted to study abroad if the Physical Education requirement has not been met.

The requirement may be met through successful participation in the following:

- Successful completion of a physical education or dance department activity course.
- Participation on a varsity, junior varsity, or club team.
- Participation in a regularly scheduled Williams Outing Club activity (requires WOC membership).
- Independent class (must be approved by the Physical Education Coordinator only after three PE credits have been earned).

Additionally, students must enroll in at least two different activities to fulfill the requirement.

- Completion of a physical education activity class earns one PE credit.
- Participation on a varsity, junior varsity or club sport team earns two PE credits per season.
- Students involved in dance ensembles earn two PE credits.
- Students may earn a maximum of three PE credits in one discipline.

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

PE credits are posted only twice per year, at the end of fall semester and at the end of spring semester. As a result, Academic Progress Reports may not accurately reflect PE credits.

- At the beginning of fall semester, PE credits listed should be accurate through the end of the previous spring semester.
- During late October/early November, any physical education activities completed during the first half of fall semester will not yet be posted.
- At the beginning of spring semester, any physical education activities completed during Winter Study will not be posted; they will be posted once Winter Study grading is completed.

- During April preregistration any physical education activities completed during the first half of spring semester will not be posted; they will be posted at the end of spring semester.

If your PE credits still seem incorrect, please check with the Physical Education Department.

Residence Requirement

Students who begin college at Williams must spend eight semesters in residence, two of which can be an approved Study Away program.

Students transferring to Williams from other institutions as sophomores are expected to spend six semesters in residence and juniors must spend four semesters in residence.

Students must be in residence for both semesters of their final year.

Graduate Programs

catalog.williams.edu/graduate-programs

Master of Arts in the History of Art

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

Master of Arts in Policy Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Recent course electives have included: developing country macroeconomics II; financial development and regulation; tax policy; international trade and development; program evaluation for international development; environmental and

natural resource policy; international financial institutions; long-term fiscal challenges; the role of social safety nets; and micro-simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE. Admission to the master's degree program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave. More information is available on the CDE site.

Honor Code

catalog.williams.edu/honor-code

All students are expected to be familiar with the Williams College Honor Code and to reaffirm their commitment to the Statement of Academic Honesty annually.

The Honor Code covers all aspects of academic honesty including, but not limited to:

- written examinations
- tests and quizzes
- problem sets
- lab reports
- papers
- homework assignments

The Eph Survival Guide tutorial is a great resource to ensure a thorough understanding of the Honor Code.

The Honor Code

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

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

Students and faculty report alleged violations of this agreement to the Honor and Discipline Committee. The Honor and Discipline Committee is made up of eight students, eight faculty, and the Dean of the College. The Dean designates one student as chair. The Faculty Steering Committee designates a Faculty Chair.

A case begins when a member of the community comes forward with evidence that a violation of the Honor Code might have occurred. This person normally brings the suspected violation to the attention of the Student Chair (SC) or the Faculty Chair (FC). If the Chairs decide that there is sufficient evidence to proceed, the SC meets with the concerned student(s) as soon as possible, informs them of the allegation, and presents them with copies of the supporting evidence. The SC listens to what the student(s) has to say and

provides instruction/guidance concerning their rights and the Honor Committee's standard procedures. The conversation between the student and the SC may become part of the evidence at a hearing at the discretion of the SC. The SC should make clear during the conversation with the student whether the discussion is confidential or not. The SC encourages all students to meet with a dean who can offer them advice and support as they prepare for the hearing.

Students who are brought before the Honor Committee have the right to be accompanied by an advisor. The advisor must be a member of the College community (i.e., student, faculty, or staff); students may not be accompanied by or represented by an attorney. During the hearing the advisor and the accused student may speak to one another, but the advisor may not address the committee or question witnesses.

Academic Policies

catalog.williams.edu/academic-policies

Students are required to be thoroughly familiar with the policies stated below.

Any exceptions to academic policies are by petition to the Committee on Academic Standing with the understanding that not all exceptions are approved.

Attendance

Williams College does not administer a general system of required classroom attendance. Students are expected to make full use of their educational opportunities by regular class attendance and assume the academic risks incurred by absences.

Instructors may set such standards of attendance as they deem necessary for the satisfactory conduct of their courses.

Students who fail to meet these standards may be warned by the instructor and notice sent to the Dean that continued absence could result in their being dropped from the course. A failing grade will be assigned to any regularly graded course dropped after the designated course change period. Students who do not attend the first-class meeting in a regular semester or Winter Study course may be required to withdraw by the instructor. Attendance is required at announced tests and final examinations unless the student is specifically excused by the instructor or a Dean.

Williams College Policy on Observance of Religious Holidays

Because no Williams student should ever have to choose between important religious observances and academic or athletic commitments, College policy provides for students who wish to participate in religious observances that conflict with other obligations to make arrangements with their instructors and coaches to do so.

The policy, approved in 1984 by the faculty and trustees in compliance with the laws of the Commonwealth of Massachusetts, states that “Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement, and shall be provided an opportunity to make up such requirement which they may have missed because of such absence now—provided, however, that such makeup examination or work shall not create an unreasonable burden upon the College.” No adverse or prejudicial effects shall result to any student who makes use of this provision of College policy.

Course Change Period

Course changes may be made during the Drop/Add period at the beginning of each semester. No changes may be made after that period except with the approval of the Committee on Academic Standing, after consultation with the Dean's Office. During Winter Study, a second Winter Study course may be added if the instructor approves but the original course may not be dropped. A late fee of \$5 per day may be assessed for each course change accepted after the announced deadline.

Year-Long Courses

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

Grading System

Williams uses the following system of grades: A = excellent; B = good; C = fair; D = passing; E = failing. These letters, with plus and minus value, have the following numerical equivalents in calculating grade averages:

A+ = 4.33

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

E = 0 results in a course deficiency

A student receives credit for a course by obtaining a grade of at least D-.

First-Year Student Advisories

In the middle of each semester, instructors report to the Registrar those first-year students whose grades at that time are unsatisfactory. The students and their academic advisors receive these notices as a matter of routine.

Eligibility for and Completion of Majors

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

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

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

Early Concentration Rule

During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester as follows:

- First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.
- Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
- Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.
- A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.

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

Course Load

Students are required to complete four courses each semester.

Approved Reduced Course Load

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

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

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

- Minimum academic standards for an upperclass student on a reduced course load are three grades of C- or better, OR two grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project. The minimum academic standards for a first-year student on a reduced course load are two grades of C- or better and no failures each semester, and at least Perfunctory Pass on the Winter Study Project. The Committee on Academic Standing may require a student to withdraw from the college for a period of time for failure to meet these minimum standards.
- Students may take a fourth course as an extra course. This course may be taken pass/fail or for a grade, and will count toward the 32 course requirement.
- Students on a reduced course load should confer with the Associate Registrar and with Dr. Wallace, Director of Accessible Education, at least once each year to make plans for completing the degree. Since the student will complete fewer than 32 Williams courses in eight semesters, the student will need to either take summer courses elsewhere or take additional semesters at Williams in order to complete their graduation requirements. Note, however, that only Williams courses can be used for completing distribution requirements.
- If a student wishes to take summer courses elsewhere, they must be pre-approved by the Associate Registrar and must be taken at an accredited four-year institution and be in a field appropriate to the liberal arts.
- If a student wishes to take courses elsewhere that count towards the requirements of their major, those courses will need to be approved by the chair in their major department or program.

- If a student receives financial aid, that aid can be extended if the reduced course load requires additional semesters to complete 32 courses.
- The college requires all students to take a full course load. This means that students on a reduced course load must be enrolled in a minimum of three courses each semester. Students who come to the end of a semester having completed 30 or 31 courses, and choose to complete those remaining courses by petitioning to take an additional semester at Williams will be expected to be enrolled in three courses that final semester.
- As is the case for all students, students are permitted to withdraw from one course in the first year and one additional course during the remaining semesters at Williams, so long as the requirements for withdrawing from a course are met. If the student withdraws from a course, the deficiency must be made up in either the following summer or the next semester.
- Students on reduced course load who plan to study away should be sure to let both Dr. Wallace and the study away advisor know of their intention to take a reduced course load while away. Many study away programs permit students to take a three course load if they have been approved for that load by their home institution, but some programs are fully integrated such that taking only three courses is not possible without disrupting the academic integrity of the program.
- If a student is approved for a reduced course load without a specific ending date, Dr. Wallace will review the necessity of continuing on reduced load at the beginning of each term. He may contact the student to request updated academic or medical information if needed to determine the appropriateness of continuing the reduced course load accommodation.

Pass/Fail Option

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

Courses taken pass/fail cannot subsequently be used to fulfill distributional requirements (divisional, WS, DPE, QFR). No course counting toward a major, certificate, or concentration can be taken pass/fail unless this course is the first one taken toward that credential. (In rare circumstances, chairs of programs or departments may grant exceptions to this rule.)

Students may designate a fifth course as one of their pass/fail options, similarly by the tenth week of the semester. Courses taken pass/fail as part of a four-course load or as a fifth course to make up a course deficiency will count toward graduation; courses taken pass/fail

as an extra course will not count toward graduation.

By default, any course is available for students to enroll on a graded or pass/fail basis. Instructors have the option of designating any of their courses not eligible for the pass/fail option.

Fifth Course Option

Except in the case of the unbalanced course program described above, a student may, by the end of drop/add, enroll in a fifth course that must be designated as an extra-graded course. An extra course may be dropped any time up to the sixth week of the semester. If a student chooses to continue in the course and the course is available for the pass/fail option, they must decide by the tenth week whether to complete the course on an A-E graded basis or change the course to pass/fail. An extra course graded "Pass" may not be used to fulfill distribution or major, concentration, or certificate requirements (under rare circumstances, the chair of the relevant program or department may grant an exception to this rule) or to accelerate graduation, but may be used to make up a deficiency from a prior semester as one of the 32 semester courses required to complete the degree. An extra course completed as a fifth A-E graded course may be used to fulfill distribution or major, concentration, or certificate requirements or to make up a deficiency incurred in a prior term, but not to accelerate graduation. The grade received will be included in the calculation of the student's cumulative grade-point average.

By default, any course (except a tutorial) is available for students to enroll as a Fifth Course. Instructors have the option of designating any of their courses not eligible for the fifth course option.

Withdrawing from a Course

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

Deadlines for Coursework

Deadlines for coursework are set by the instructor with the following limitations:

- for courses with final exams, the latest that written work may be due is 5:00 pm on the last day of reading period.
- for courses without final exams, the latest that written work may be due is 5:00 pm on the third-to-last day of the exam period.
- If work is due before these deadlines, the instructor may grant an extension up to these deadlines solely at their discretion. Short extensions beyond these deadlines may be granted by a dean but only with the concurrence of the instructor. No extensions will be granted beyond the examination period except in the case of serious illness.
- Instructors may require students who have missed announced quizzes or hour tests to present satisfactory explanations to a dean before they are permitted to make up the exercises.
- If a student is absent from a final examination, a make-up examination may be given only with the permission of a dean and at a time determined by the dean.

Failing a Course and Deficiencies

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

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

A student must make up a deficiency in one of these ways:

- obtain a grade of at least C- in a summer school course, approved in advance by the Registrar, at a regionally accredited four-year college or university; (the grade will not, however, be included in the calculation of the student's cumulative grade point average)
- pass an extra course, either on a pass/fail or on an A-E graded basis, at Williams in the semester following the withdrawal or failure.
- in the case of a first-semester failure of a year-long course, obtain a grade of at least a C- in the work of the second semester of that course. The failure for the first semester will, however, remain on the student's record and will be included in the cumulative grade point average. If a failure occurs in the second semester of a full-year course, credit for passing the first semester may be retained only upon the recommendation of the department concerned and with the approval of the Committee on Academic Standing.

A senior who incurs a failure in the first semester in a required major course may be dropped from the College at midyear.

Separation for Low Scholarship

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

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

Students whose records fail to meet these minimum academic requirements or whose records otherwise fail to show adequate progress may be required to resign.

Students who are required to resign from the College for academic reasons are normally not permitted to return for at least one year from the date of their resignation. A student who has been required to resign from the College may petition the Committee on Academic Standing through the Office of the Dean of the College for reinstatement. That petition must include (1) evidence that the student has made up all course deficiencies, (2) a letter to the Committee providing convincing evidence that the student is ready and able to complete work toward a degree at Williams.

Students who are required to resign due to failure to meet minimum academic requirements can appeal that decision by making a personal statement to the Committee on Academic Standing (in person, in writing, or via Skype/conference call). The CAS decision upon appeal is final.

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

Students are expected to vacate their rooms, including belongings, upon withdrawal from the College and follow all housing deadlines for departure.

Withdrawal from the College in Good Standing

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

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College.

Refunds

Payment refund or credit in the event of withdrawal is described in the Williams College Refund Policy.

Eligibility for Extracurricular Activities

A student is eligible to participate in any athletic, dramatic, literary, or musical event and be in the student government, or other organization as a member, substitute, or officer, unless they are declared ineligible:

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

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

Dean's List

All students who attain a semester average of 3.50 or higher in a program of four or more courses taken on an A-E graded basis are placed on the Dean's List for that semester. Students with three courses taken on an A-E graded basis and one pass/fail course are not eligible for the Dean's List.

Phi Beta Kappa Society (amended fall 2019)

1. The requirements for election to membership shall include the completion of all required Winter Study Projects. There shall be two elections of new members for each class, at the end of the junior and senior years.
2. At the end of the junior year, all students in the highest five percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements and have completed enough courses to be considered candidates for the B.A. degree in the following year. A student who leaves Williams at the end of the junior year to attend graduate school may be elected under the above procedures.
3. At the end of the senior year, all students not yet elected and in the highest 12.5 percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements. Seniors who have met the requirements can also become eligible for election by nomination from a faculty member at Williams College. Nominations shall be approved by an election committee of at least three faculty members of Phi Beta Kappa, with one from each division; the members of the committee will be chosen by the faculty officers of the Williams chapter, in consultation with the membership. The total number of students elected shall not exceed 15 percent of the class.
4. Students shall be eligible for election only if they have been students at Williams College for at least two years.
5. Honorary members may be elected from distinguished alumni, faculty, or staff of the college. Nominations shall be approved by the election committee. The number of honorary members elected shall ordinarily not exceed two each year.
6. Any student who shall have gained their rank by unfair means or who in the judgment of the Dean of the College is not of good moral character is ineligible to election.
7. The name of a member elect shall be entered on the roll only after they have accepted the election and has paid to the Treasurer the regular entrance fee.
8. Any undergraduate member who withdraws from the College before graduation or who falls short of the minimum Phi Beta Kappa scholastic standing may, upon a two-thirds vote of the members present at the annual meeting, be deprived of membership in the society.
9. Any undergraduate member who is expelled from the College shall be deprived of membership in the Society.
10. While connected with Williams College as an officer of instruction or administration, any graduate of Williams College who is a member of another chapter of Phi Beta Kappa shall be considered a regular member of the Williams chapter.
11. While connected with Williams College as professor, associate professor or assistant professor, or an officer of administration, any member of another chapter of Phi Beta Kappa shall have all the privileges of the Williams chapter, including holding office and voting. While connected with Williams College, any other officer of instruction or

administration who is a member of another chapter shall have all the privileges of the Williams chapter, except holding office and voting.

Awarding of Degrees

By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the Faculty. The right to a degree may, however, be forfeited by misconduct at any time prior to the conferring of the degree. Students receiving their degree in absentia must communicate that decision to the Dean of the College and the Registrar no later than two weeks prior to commencement. Diplomas will not be authorized for students who have not paid College charges or have not returned all books belonging to the library.

Graduation with Distinction (Latin Honors)

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

- 35% of the graduating class – Bachelor of Arts cum laude or higher
- 15% of the graduating class – Bachelor of Arts magna cum laude or higher
- 2% of the graduating class – Bachelor of Arts summa cum laude

Winter Study

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

Student Records

Williams College has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

Williams values the privacy of its students and complies with the Family Educational Rights and Privacy Act (FERPA), which governs access and release of student education records.

The Student Records Disclosure Policy is emailed annually to ensure students are aware of their rights.

1. A student has the right to inspect and review their education records within 45 days of their request.

Even though the law allows 45 days, at Williams, requests are normally honored at the time they are submitted. Students should submit their requests to the persons maintaining the records to which they wish access, e.g. the registrar, dean, department chair, or other appropriate officials.

2. A student has the right to request that corrections be made to their education records if they believe the records are inaccurate or misleading or otherwise in violation their privacy rights under FERPA.

Students should address such requests to the official responsible for the record and must clearly identify the parts of the record which they wish amended and why they believe them to be inaccurate or misleading.

If the official responsible for the record does not agree to amend the record as requested, Williams will notify the student of the decision and advise them of the right to a hearing and the procedures for initiating one. If Williams decides after the hearing not to amend the education record, the student may place a written statement in the record commenting upon the information therein and the student's disagreement with the college's decision not to amend the record.

3. A student has the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.

Williams College generally will not disclose personally identifiable information from a student's education records without his/her consent; however, the College may make authorized disclosures without consent as specified under the law.

Under FERPA, Williams College may, at the College's discretion, release personally identifiable information from education records without the student's prior consent in certain specified circumstances, including but not limited to:

- Disclosure to school officials with legitimate educational interests. "School officials" are Williams College employees in administrative, supervisory, academic or support staff positions; Williams College trustees; individuals and companies with whom the College has contracted to perform institutional services and functions, such as attorneys, auditors, consultants, volunteers, and collection agencies. School officials have a "legitimate educational interest" if they need to review an education record in

- order to fulfill their professional responsibilities;
- Disclosure to organizations involved in awarding financial aid;
- Disclosure to parents of financially dependent (see Parental Notification Policy);
- Disclosure to parents or legal guardians of students under twenty-one years of age regarding information about violations of college drug and alcohol policies;
- Disclosure to comply with a judicial order or subpoena (after making a reasonable effort to notify the student in advance of compliance so that the student can take protective action). An exception to this notification requirement exists if the subpoena is issued by a federal grand jury or for other law enforcement purposes and the requesting agency specifically ordered that the existence of the subpoena is not to be disclosed;
- Disclosure to appropriate parties in a health or safety emergency, in order to protect the health or safety of the student or other individuals; and
- Disclosure of the results of final student disciplinary proceedings to victims of violent crimes or sexual offenses.

Note that, upon request, Williams will disclose a student's education records to officials of another school in which the student seeks or intends to enroll, as well as institutions where the student has already enrolled.

In addition, Williams may make public the following student "directory information" unless the student informs the registrar in writing by September 15 that their prior consent be required during that academic year:

- name
- permanent and College addresses
- campus electronic mail address
- permanent, mobile, and campus telephone numbers
- date of birth
- major field
- extra-curricular activities
- height and weight of members of athletic teams
- dates of attendance
- degrees, honors, and awards
- other schools attended

Williams is very conservative in its use of this directory information and releases it outside the college community only when its release is deemed of benefit to students. Generally this information is not publicly available outside the Williams network, with the exception of the directory. The directory lists name, class year, campus address and campus e-mails.

A student may opt to consider directory information confidential and it will be flagged as such in the student's record. To elect this option, the student must inform the registrar in writing by **September 15** that prior consent is required to release directory information, and should contact the Associate Registrar, Mary.L.Morrison@williams.edu, to discuss this request.

4. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Williams to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Record Retention

- Records that document the academic progress of matriculated students: This series may include but is not limited to high school and other college transcripts, admission applications, major and concentration declaration forms, independent study petitions, summer school and study away petitions, petitions for exceptions to College academic policies, applications for withdrawal from the College, and transfer admissions to the College. These types of records are retained for **five years** from last enrollment.
- Records related to grades: Paper/email submissions of grades and grading changes, reports of unsatisfactory grades, pass/fail designations, fifth course options, withdrawal with W grade forms, and audit validation forms are retained for **seven years** beyond end of pertinent term.
- Official transcript at the time of graduation is a **permanent** record.

Parental Notification Policy

As noted above, FERPA regulations and state statutes assign students the right to release information contained in their educational records. Specifically, FERPA entrusts this right to students once they reach the age of eighteen or enroll in a postsecondary institution. Consistent with Williams' efforts to promote each student's personal growth and autonomy, and to preserve a climate of trust with them, the College will not release any information contained within a student's educational record to parents without the student's consent. However, when appropriate and as allowed by FERPA, the College does permit the release of certain information of financially dependent students to parents without the student's consent. The specific instances in which Williams will and will not notify parents warrant particular attention.

Note: The College reserves the right to notify a parent or guardian of their student's status in situations not specifically listed below if the circumstances warrant and if it is in the best interest of the student and the College community.

Notice of a Student's Academic Standing

The College believes that each student is responsible for his or her academic progress and performance. Therefore, Williams communicates with students regarding their academic performance. For instance, in an effort to foster students' sense of responsibility for their academic endeavors, grades and academic advisories are sent directly to students and are not released to parents or guardians unless a student specifically requests in writing to the Office of the Registrar that they be released. While students are encouraged to share information regarding their academic progress with their parents, Williams does not mandate it.

Academically, however, there are instances when the College will typically notify parents of a student's academic performance with or without the student's consent. Parents generally will be notified of a student's academic standing regardless of consent when there is a change of status, i.e., when a student is required to resign (either temporarily or permanently) due to failure to meet academic standards.

Notice of a Student's Disciplinary/Conduct Standing

As a member of the Williams community, the College expects each student to take responsibility for his or her actions. Our Code of Conduct serves as a standard and guide for students' behavior. Violations of our Code of Conduct warrant a College response. Generally, the College will communicate any disciplinary response to a Code violation directly with the student, and parents or guardians will not be notified, unless the student chooses to inform his or her parents. However, if the College response results in a change in the student's status (i.e., probation, suspension, or expulsion), the college typically will notify parents or guardians of the changed status.

Likewise, Williams reserves the right to inform the parents of any student if the student violates any Federal, State, or local law, or campus regulation governing the use or possession of alcohol or drugs.

Notice of a Student's Health/Welfare Standing

Information regarding a student's health and/or psychological welfare is protected by strict policies instituted to ensure the student's confidentiality. While students are encouraged to share information regarding their health and/or psychological welfare with their parents, without students' informed consent (typically in writing), the College cannot share this type of information with their parents or guardian except as set forth below.

Williams recognizes that situations arise in which a student may be unable to give informed consent. If a student is transported to the hospital in a critical situation, the parent or guardian of the student will be notified. Where possible, the College will allow the individual student time to make direct notification to parent or guardian or explicitly identify a third party to make contact with the parent or guardian. In such instances when a student is being treated by an external healthcare provider, the College expects the external provider to determine the appropriateness of parental notification and undertake such notification when deemed appropriate. Having the external provider directly notify the parents ensures that parents receive the most informed and precise information regarding their child's well-being.

If a student is facing a health- or safety-related emergency or is deemed a threat to a person on campus, the College may decide to notify parents without the consent of the student. The College may also contact a parent or guardian if it comes to the attention of school officials that a student has been inexplicably absent from campus for a prolonged period of time.

Health and Counseling Records

As noted above, FERPA pertains specifically to education records and it does not address records that may be generated in Health and Wellness Services. FERPA's protection of education records does not include those records: (1) relating to a student that are either created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional; (2) generated solely to provide treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment.

Access to Williams Health and Wellness Services' records is limited by departmental confidentiality policies, professional ethics, and state law. In particular, information shared, generated, and/or obtained during visits to Health and Wellness Services is protected from disclosure by specific policies regulating the release of such information.

Academic Resources

catalog.williams.edu/academic-resources

Center for Academic Resources

The Center for Academic Resources houses a number of services and programs designed to support students' academic and intellectual engagement and to help them take full advantage of the curriculum. Our goal is to help students explore and take full advantage of Williams' educational/intellectual opportunities of living and learning.

'68 Center for Career Exploration

At the '68 Center for Career Exploration, we're dedicated to the future success of Williams' students, and that means helping them make the most of the time and opportunities right now. We're students' one-stop shop for career exploration, internship, job, and graduate school searching, resume critiques, interviewing advice, and networking. It's never too early to stop by for an appointment. Whether a student is an undeclared first-year or a senior ready for their first job in a chosen field, we're here to help students explore, define, and achieve their career potential.

Students can get started exploring with the professional Career Advisors in:

- Arts, Communications & Technology (ACT)
- Business
- Careers with Social Impact (CSI)
- Education
- Entrepreneurship and Start-ups
- Sciences & Health Professions

Or, explore directly with alumni through the first-ever alumni career mentoring network, EphLink. Students can walk in daily from 1:00-4:00 pm or make an appointment through Handshake.

Each year the office organizes one large career fair and hosts over 120 employer campus visits throughout the year. We offer an extensive database of curated internships and jobs, summer internship funding, and interview support. Internship funding is available through our Alumni Sponsored Internship Program (ASIP) for currently enrolled first-years, sophomores, and juniors participating in an unpaid or limited stipend full-time summer internship. This Program enables students to perform a public service to these organizations and work on special projects with an opportunity to gain experience, explore career fields, develop skills, and build a network.

For more information or to subscribe to our monthly newsletter visit the '68 Center for Career Exploration site.

Graduate Study and Professional Careers

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

Each major provides the foundation for graduate study in the corresponding field. Students should consult with individual programs for requirements and for special advice regarding preparation for graduate study. Students should also consult with the appropriate faculty advisors as early as possible to make certain they have taken all the necessary factors into consideration.

Religious Study

There is no particular path through the Williams curriculum designed or recommended for students intending to prepare for a career as a religious professional, enroll in a seminary, or pursue theological education. Undergraduate study in many fields within the liberal arts curriculum can be useful to the prospective minister, priest, rabbi, imam, or teacher of religion.

Students with vocational interests that may include ordination or certification as a religious professional in a field such as chaplaincy, religious education, service to a congregation, faith-based humanitarian work or some other form of ministry are urged to make themselves known to one of the chaplains (or, where appropriate, one of the local clergy) as soon as these interests begin to come into focus. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases, it may be possible to make progress on certain credentials in academic study or field experience during the college years. Many divinity schools and theological seminaries expect and welcome students whose understanding of "ministry" or sense of call is very much still in formation. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. But undergraduate study in other disciplines—music and the arts, political science and economics, anthropology, psychology and sociology—may also enhance preparations at the graduate level for future service to communities of faith.

Administration

catalog.williams.edu/administration

Senior Staff

Collette Chilton
Chief Investment Officer

Keli Gail
Assistant to the President and Secretary of the College

Leticia S. E. Haynes
Vice President for Institutional Diversity and Equity

Stephen Klass
Vice President for Campus Life

David Love
Provost, Professor of Economics

Maud S. Mandel
President and Professor of History, Program in Jewish Studies

Megan Morey
Vice President for College Relations

Denise Buell
Dean of the Faculty, Cluett Professor of Religion

Frederick W. Puddester
Vice President for Finance and Administration and Treasurer

Jim Reische
Chief Communications Officer

Marlene Sandstrom
Dean of the College, Hales Professor of Psychology

Faculty

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The Williams Directory can provide additional information about faculty.

Leave information is noted.

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Andrea Barrett, Senior Lecturer in English; 1974, B.S., Union College

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Alberto Sandoval-Sanchez, Bennett Boskey Visiting Professor of Latina/o Studies

Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; 1991, B.A., Yale University, 1993, M.A., Duke University, 1996, Ph.D., Duke University; affiliated with: Psychology Department

Noah J. Sandstrom, Chair and Professor of Psychology; 1994, B.A., Knox College, 1997, M.A., Duke University, 1999, Ph.D., Duke University

Omar A. Sangare, Professor of Theatre; 1993, M.F.A., The Theatre Academy, 2006, Ph.D., The Theatre Academy

Robert M. Savage, Professor of Biology; 1987, B.A., Bowdoin College, 1993, Ph.D., Wesleyan University

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Lucie Schmidt, Professor of Economics and Director of the Williams-Exeter Programme at Oxford University; 1993, A.B., Smith College, 1997, M.A., University of Michigan, 2003, Ph.D., University of Michigan; affiliated with: Williams-Exeter Prg at Oxford

Pallavi Sen, Assistant Professor of Art; 2016, M.F.A., Virginia Commonwealth University

Eun Young Seong, Visiting Assistant Professor of Japanese; 2019, Ph.D., University of California, Irvine

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Cheryl Shanks, Professor of Political Science; 1983, B.A., University of California, Santa Cruz, 1988, M.A., University of Michigan, 1994, Ph.D., University of Michigan; on leave Fall 2019

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Olga Shevchenko, Professor of Sociology; 1996, B.A., Moscow State University, 1997, M.A., Central European University, 2002, Ph.D., University of Pennsylvania; on leave 2019-2020

Grant Shoffstall, Visiting Assistant Professor of Sociology; 2002, B.A., Illinois State University, 2006, M.A., Illinois State University, 2014, Ph.D., University of Illinois

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David L. Smith, John W Chandler Professor of English; 1974, B.A., New College, 1975, M.A., University of Chicago, 1980, Ph.D., University of Chicago

Matthew J. Smith, Sterling Brown '22 Visiting Professor of Africana Studies; 2002, Ph.D., University of Florida

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Anita R. Sokolsky, Professor of English; 1974, B.A., Oberlin College, 1979, M.A., Cornell University, 1983, Ph.D., Cornell University

Stefanie Solum, Professor of Art; 1991, B.A., University of Wisconsin, Madison, 1995, M.A., University of California, Berkeley, 2001, Ph.D., University of California, Berkeley

Stephanie J. Steele, Visiting Assistant Professor of Psychology; 2007, B.A., Smith College, 2012, M.A., Suffolk University, 2017, Ph.D., Suffolk University

Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano; 1967, B.M., Arizona State University, 1969, M.M., University of Southern California

Mihai Stoiciu, Professor of Mathematics; 2005, Ph.D., California Institute of Technology

Jason Josephson Storm, Professor of Religion; 1999, B.A., Hampshire College, 2001, M.A., Harvard University, 2006, Ph.D., Stanford University; on leave 2019-2020

Frederick W. Strauch, Chair and Associate Professor of Physics; 1998, B.S., Loyola College, 2004, Ph.D., University of Maryland, 2007, Postdoctoral Associate, National Institute of Standards and Technology

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Erin Sullivan, Assistant Professor of Physical Education, Head Men's Soccer Coach; 1996, B.A., Williams College, 2006, M.B.A., Western New England College

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Steven J. Swoap, Professor of Biology; 1990, B.A., Trinity University, 1994, Ph.D., University of California, Irvine

Nana Takeda, Visiting Lecturer in Japanese; 2018, M.A., Waseda University

Munjulika Tarah, Assistant Professor of Dance; 2006, B.A., Randolph College, 2007, M.A., Northwestern University, 2013, Ph.D., Northwestern University

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Lynne Tillman, Robert Sterling Clark Visiting Professor of Art History

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Matthew Tokeshi, Assistant Professor of Political Science; 2006, B.A., University of California, Berkeley, 2012, M.A., Princeton University, 2016, Ph.D., Princeton University; on leave 2019-2020

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Elizabeth M. Upton, Assistant Professor of Statistics; 2007, B.S., University of New Hampshire, 2011, M.Ed., Harvard School of Education, 2019, Ph.D., Boston University; affiliated with: Mathematics

Janneke van de Stadt, Chair of German and Russian and Professor of Russian; 1988, B.A., Amherst College, 1994, M.A., University of Wisconsin, Madison, 2000, Ph.D., University of Wisconsin, Madison

Emily Vasiliauskas, Assistant Professor of English; 2007, A.B., Harvard University, 2008, M.Phil., University of Cambridge, Trinity College, 2009, M.A., Warburg Institute, 2015, Ph.D., Princeton University

Tommy Verdell, Assistant Professor of Physical Education, Associate Athletic Director for Inclusion and Compliance; 2018, M.A., Concordia University Irvine

Kate Wachala, Assistant Professor of Physical Education and Head Coach of Women's Crew; 2001, B.A., University of Washington

Zachary Wadsworth, Assistant Professor of Music; 2005, B.M., Eastman School of Music, University of Rochester, 2007, M.M., Yale University, 2012, D.M.A., Cornell University

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Phillip J. Webster, Visiting Assistant Professor of Religion; 2016, Ph.D., University of Pennsylvania

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Robert Wiesenberger, Lecturer in the Graduate Program in Art History; 2018, Ph.D., Columbia University

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Safa R. Zaki, Professor of Psychology, Chair of Cognitive Science Program; 1989, B.A., American University, 1993, M.A., Arizona State University, 1996, Ph.D., Arizona State University

Betty Zimmerberg, Howard B. Schow '50 and Nan W. Schow Professor of Neuroscience; 1971, B.A., Harvard University, 1976, Ph.D., City University of New York

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Emeriti Faculty

Marsha Altschuler, Professor of Biology

Henry Art, Director of CES and the Environmental Studies Program, Rosenberg Professor of Environmental Studies and Biology

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Mark Haxthausen, Robert Sterling Clark Professor of Art History

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John Hyde, Brown Professor of History

Robert Jackall, Willmott Family Third Century Professor Sociology & Public Affairs

Andrew Jaffe, Lyell B. Clay Artist in Residence in Jazz and Senior Lecturer in Music

Eugene Johnson, Amos Lawrence Professor of Art

Markes Johnson, Charles L. MacMillan Professor of Natural Science

Lawrence Kaplan, Halford R. Clark Professor of Natural Sciences

Saul Kassin, Massachusetts Professor of Psychology

Robert Kavanaugh, Hales Professor of Psychology

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Sherron Knopp, John Hawley Roberts Professor of English

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Steven Levin, Professor of Art

Charles Lovett, Philip and Dorothy Schein Professor of Chemistry

George Marcus, Professor of Political Science

Christine Mason, Assistant Professor of Physical Education

Douglas Moore, Mary A. and William Wirt Warren Professor of Music

Frank Morgan, Visiting Professor of Mathematics

Francis Oakley, Edward Dorr Griffin Professor of the History of Ideas; President; and Senior Oakley Fellow

David Pilachowski, Director of Libraries

Lawrence Raab, Harry C. Payne Professor of Poetry

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Paul Solomon, Professor of Psychology

Steven Souza, Senior Lecturer in Astronomy

Richard Stamelman, Professor of Comparative Literature

Jefferson Strait, John B. McCoy and John T. McCoy Professor of Physics

Karen Swann, Morris Professor of Rhetoric

Barbara Takenaga, Mary A. and William Wirt Warren Professor of Art

Kurt Tauber, Class of 1924 Professor of Political Science

Mark C. Taylor, Cluett Professor of Humanities

William Wagner, Brown Professor of History

Peter Wells, Assistant Professor of Physical Education

Alex Willingham, Professor of Political Science

James Wood, Visiting Professor of History

William Wootters, Barclay Jermain Professor of Natural Philosophy

Reiko Yamada, Professor of Japanese

Steven Zottoli, Howard B. Schow '50 Professor of Biology

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July 2018 - June 2023

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July 2017 – June 2022

Salesforce.com

San Francisco, CA

Mariam B. Naficy '91

July 2018 - June 2023

Minted.com

San Francisco, CA

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July 2008 – June 2020

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July 2019 - June 2024

Kellogg School | Northwestern University

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July 2019 - June 2024

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New York, NY

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July 2016 – June 2021

Leonard Green & Partners

Los Angeles, CA

Mark R. Tercek '79

July 2016 – June 2021

Washington, DC

Sarah Mollman Underhill '80

July 2014 – June 2026

Freelance Editor, Writer and Curator

Bronxville, NY

Martha Williamson '77

July 2012 – June 2024

Moon Water Productions

San Marino, CA

Gregory H. Woods '91

July 2015 – June 2026

New York, NY

Thomas D. Gardner '79

President of the Society of Alumni

Bedford, NY

Attends meetings by invitation of the Trustees

Enrollment & Graduation Data

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Enrollment

September 2018

Graduate Students	54
Seniors	511
Juniors	556
Sophomores	567
First-Years	541
TOTAL	2229

February 2019

Graduate Students	53
Seniors	495
Juniors	556
Sophomores	557
First-Years	536
TOTAL	2197

Geographical Distribution Fall 2018

United States

Alabama	3
Alaska	9
Arizona	27

Arkansas	1
Armed Forces Europe	2
Armed Forces Pacific	1
California	274
Colorado	26
Connecticut	106
Delaware	5
District of Columbia	15
Florida	82
Georgia	29
Hawaii	13
Idaho	4
Illinois	45
Indiana	10
Iowa	3
Kansas	3
Kentucky	8
Louisiana	6
Maine	20
Maryland	57
Massachusetts	321
Michigan	27
Minnesota	27
Mississippi	6
Missouri	11

Montana	8
Nevada	4
New Hampshire	23
New Jersey	114
New Mexico	7
New York	378
North Carolina	37
Ohio	41
Oklahoma	3
Oregon	22
Pennsylvania	58
Puerto Rico	5
Rhode Island	18
South Carolina	5
Tennessee	13
Texas	58
Utah	11
Vermont	29
Virginia	36
Washington	40
Wisconsin	7

International

Argentina	3
Austria	2

Bahrain	1
Bangladesh	5
Bolivia	1
Bosnia and Herzegovina	2
Brazil	1
Burkina Faso	1
Burundi	1
Cambodia	1
Canada	17
Cape Verde	1
Chile	1
China	28
Colombia	1
Ecuador	1
El Salvador	1
Ethiopia	4
France	6
Georgia	1
Germany	2
Ghana	5
Greece	1
Honduras	1
Hong Kong	5
Hungary	1
India	2

Indonesia	1
Jamaica	4
Japan	4
Jordan	2
Kazakhstan	2
Kenya	8
Korea, Republic of	19
Kyrgyzstan	2
Lao People's Democratic Republic	1
Lebanon	2
Lithuania	1
Luxembourg	1
Macao	1
Madagascar	1
Malawi	2
Mauritius	2
Mexico	2
Mongolia	1
Morocco	2
Myanmar	1
Nepal	1
Netherlands	1
New Zealand	1
Nicaragua	2
Pakistan	8

Palestinian Territory, Occupied	2
Peru	1
Poland	1
Romania	1
Russian Federation	3
Rwanda	6
Senegal	1
Singapore	6
South Sudan	1
Spain	1
Sweden	2
Switzerland	3
Taiwan, Province of China	1
Tajikistan	1
Tanzania, United Republic of	2
Thailand	3
Tunisia	1
Turkey	1
Uganda	2
United Arab Emirates	2
United Kingdom	17
Viet Nam	9
Zambia	2
Zimbabwe	1

Geographical Distribution Spring 2019

United States

Alabama	3
Alaska	9
Arizona	25
Arkansas	1
Armed Forces Europe	2
Armed Forces Pacific	1
California	269
Colorado	26
Connecticut	109
Delaware	5
District of Columbia	16
Florida	80
Georgia	28
Hawaii	13
Idaho	4
Illinois	45
Indiana	10
Iowa	3
Kansas	3
Kentucky	8
Louisiana	6
Maine	20
Maryland	60
Massachusetts	292

Michigan	27
Minnesota	27
Mississippi	6
Missouri	11
Montana	8
Nevada	4
New Hampshire	23
New Jersey	115
New Mexico	7
New York	364
North Carolina	38
Ohio	41
Oklahoma	3
Oregon	22
Pennsylvania	58
Puerto Rico	5
Rhode Island	18
South Carolina	5
Tennessee	13
Texas	57
Utah	10
Vermont	25
Virginia	36
Washington	41
Wisconsin	6

International

Argentina	2
Austria	2
Bahrain	1
Bangladesh	5
Bolivia	1
Bosnia and Herzegovina	2
Brazil	1
Burkina Faso	1
Burundi	1
Cambodia	1
Canada	17
Cape Verde	1
Chile	1
China	30
Colombia	1
Ecuador	1
El Salvador	1
Ethiopia	3
France	6
Georgia	1
Germany	2
Ghana	5
Greece	1
Honduras	1

Hong Kong	5
Hungary	1
India	3
Indonesia	1
Jamaica	4
Japan	4
Jordan	2
Kazakhstan	2
Kenya	7
Korea, Republic of	17
Kyrgyzstan	2
Lao People's Democratic Republic	1
Lebanon	2
Lithuania	1
Luxembourg	1
Macao	1
Madagascar	1
Malawi	2
Mauritius	2
Mexico	2
Mongolia	1
Morocco	2
Myanmar	1
Nepal	1
Netherlands	1

New Zealand	1
Nicaragua	2
Pakistan	9
Palestinian Territory, Occupied	2
Peru	1
Poland	1
Romania	1
Russian Federation	3
Rwanda	6
Senegal	1
Singapore	6
South Sudan	1
Spain	1
Sweden	2
Switzerland	3
Taiwan, Province of China	1
Tanzania, United Republic of	2
Thailand	3
Tunisia	1
Turkey	1
Uganda	2
United Arab Emirates	2
United Kingdom	17
Viet Nam	8
Zambia	2

Graduation

Of the 547 who entered in the fall of 2012, 90% graduated from Williams within 4 years and 95% within 6 years.

Of the 544 who entered in the fall of 2013, 88% graduated from Williams within 4 years and 95% within 6 years.

AFRICANA STUDIES (Div II)

Chair: Associate Professor Neil Roberts

- Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature and American Studies; affiliated with: American Studies Program
- VaNatta S. Ford, Assistant Professor of Africana Studies; on leave 2019-2020
- Prisca Gayles, Gaius Charles Bolin Fellow in Africana Studies
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Rhon S. Manigault-Bryant, Associate Professor of Africana Studies and Faculty Affiliate in Religion; on leave 2019-2020
- Rowan Ricardo Phillips, W. Ford Schumann Distinguished Visiting Professor in Democratic Studies
- Neil Roberts, Chair and Associate Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Religion Department, Political Science Department
- Matthew J. Smith, Sterling Brown '22 Visiting Professor of Africana Studies

GENERAL PROGRAM DESCRIPTION

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

CONCENTRATION IN AFRICANA STUDIES

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

AFRICANA STUDIES AND OTHER PROGRAMS

Students concentrating in Africana Studies are encouraged to pursue concentrations in American Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women's, Gender and Sexuality Studies. Many of the courses counted for these concentrations may also earn credit toward the Africana Studies concentration.

REQUIREMENTS

Africana Studies courses required for the concentration:

AFR 200 Introduction to Africana Studies

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

AFR 440(S) CAPSTONE: Performing Blackness

AFR 476 (S) CAPSTONE: Black Radicalism

One core elective:

[AFR 132 / AMST 132 / PSCI 132 Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)
[Catalog details](#)

[AFR 140 / COMP 141 Black Autobiography](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 205 T / WGSS 207 / COMP 236She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

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

[Catalog details](#)

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

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

[Catalog details](#)

[AFR 213 T / STS 213 / WGSS 213Race, Gender, and the Alien Body: Octavia Butler's Science Fiction](#)

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

[Catalog details](#)

[AFR 216 / DANC 217\(S\)Moving While Black](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 248 / HIST 248The Caribbean: From Slavery to Independence](#)

Taught by: [Shanti Singham](#)

[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261\(F\)Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 302 / COMP 309\(S\)Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

[AFR 310 / AMST 309 / REL 310 / WGSS 310Womanist/Black Feminist Thought](#)

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

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 315 / AMST 315 / STS 315Blackness 2.0: Race, Film and New Technologies](#)

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

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 325 / WGSS 325Television, Social Media, and Black Women 'Unscripted'](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 348 T / LEAD 348 / PSCI 348The Black Radical Tradition](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 356The Plantation and Its Afterlife](#)

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

[Catalog details](#)

[AFR 360 / LEAD 360 / PHIL 360 / PSCI 370\(F\)The Political Thought of Frantz Fanon](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

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

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

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[AFR 476 / HIST 476CAPSTONE: Black Radicalism](#)

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

Taught by: [Neil Roberts](#)
[Catalog details](#)
[AFR 498\(S\)Independent Study: Africana Studies](#)

Taught by: [Neil Roberts](#)
[Catalog details](#)
[MUS 225 / AFR 225Musics of the Caribbean](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

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

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

HONORS PROGRAM IN AFRICANA STUDIES

A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with two essays written for Africana Studies courses and, under their advisor's guidance complete additional research, incorporate instructor feedback, and substantially re-write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must also write a substantive introduction that explains the theme (theoretical, geographic, chronological etc.) that connects the three essays. The introduction should address the significance of the theme to the interdisciplinary study of the peoples and cultures of the African diaspora. It should also explain the logic of the three papers and how they work together. Dossiers will be due in mid-April (after Spring Break). Under some circumstances, a student may want to include a record of a performance or piece of visual art in the Dossier. In this case, a written analysis and explanation should accompany that piece. The total Honors Dossier should consist of no less than 45 pages of written work.

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

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

AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Cross-listings: AFR 105 ARTH 104

Secondary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

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

Distributions: (D2) (DPE)

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

AFR 105 (D2) ARTH 104 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

AFR 113 (S) Musics of Africa

Cross-listings: MUS 120 AFR 113

Secondary Cross-listing

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

Class Format: discussion

Requirements/Evaluation: grade based on a listening journal, bi-weekly short assignments, a final paper, and class participation

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

Enrollment Limit: 20

Enrollment Preferences: current or prospective Music majors and Africana Studies concentrators

Expected Class Size: 12

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

Distributions: (D1)

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

MUS 120 (D1) AFR 113 (D2)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Not offered current academic year

AFR 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AFR 129 (S) Twentieth-Century Black Poets

Cross-listings: ENGL 129 AFR 129

Secondary Cross-listing

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

Requirements/Evaluation: several short papers, a 15-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

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

Distributions: (D2)

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

ENGL 129 (D1) AFR 129 (D2)

Attributes: AMST Arts in Context Electives

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am David L. Smith

AFR 132 (F) Contemporary Africana Social and Political Philosophy

Cross-listings: PSCI 132 AFR 132 AMST 132

Primary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire,

Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and one 10-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: first- and second-year students

Expected Class Size: 12

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

Distributions: (D2)

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

PSCI 132 (D2) AFR 132 (D2) AMST 132 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

AFR 136 (S) Slavery and the Making of a Literary Tradition

Cross-listings: AFR 136 ENGL 136

Secondary Cross-listing

How has the subject and iconography of slavery continued to preoccupy the American literary and cultural imagination? In this course, we will examine the transatlantic circulation of ideas regarding race, nation, citizenship, self-mastery, agency, and freedom in colonial and antebellum America and consider how these debates have continued to the present. We will read such authors as Phyllis Wheatley, Harriet Jacobs, Harriet Wilson, William Faulkner, Mark Twain, and Toni Morrison. Forms will include poetry, slave narratives, novels, advertisements, broadsides, pamphlets, and other ephemera. We will also view cinematic representations of slavery, such as WGN's *Underground*, the adaptation of Solomon Northrop's *12 Years a Slave*, and Issa Rae's parody "Due North" in *Insecure*.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

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

Distributions: (D1)

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

AFR 136 (D1) ENGL 136 (D1)

Not offered current academic year

AFR 140 (S) Black Autobiography

Cross-listings: COMP 141 AFR 140

Primary Cross-listing

Autobiography--whether slave narrative, memoir, or semi-fictional life account--has served as a primary form of writing for people of African descent. Although primarily understood as a textual means for articulating selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.

Requirements/Evaluation: class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

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

Distributions: (D2)

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

COMP 141 (D1) AFR 140 (D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 164 (S) Slavery in the American South (WS)

Cross-listings: HIST 164 AFR 164 AMST 165

Secondary Cross-listing

This writing intensive seminar will focus on slavery in the southern United States--one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects. Separate class sessions on approaches to research and available research materials held with Lori DuBois, Sawyer reference librarian, and Wayne Hammond, Chapin librarian. Instructor holds individual meetings with each student to help them with the selection of a viable research topic.

Requirements/Evaluation: class discussion, weekly reading summaries, and final 8- to 10-page research paper; in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15-19

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

Distributions: (D2) (WS)

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

HIST 164 (D2) AFR 164 (D2) AMST 165 (D2)

Writing Skills Notes: 2- to 3-page summary of class reading assignment for that day; students invited to come in to discuss weekly reading summaries before or after submission, or both. An 8- to 10-page research paper due at end of term. Rough draft of research paper required, individual conferences held with each student on their rough draft prior to submission of final version of their research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Not offered current academic year

AFR 167 (F) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AMST 167 AFR 167 HIST 167

Secondary Cross-listing

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

secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

AMST 167 (D2) AFR 167 (D2) HIST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Gretchen Long

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

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 15

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

Distributions: (D2)

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

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Rashida K. Braggs

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Rashida K. Braggs

AFR 201 (S) African Dance and Percussion

Cross-listings: AFR 201 DANC 201 MUS 220

Secondary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth at the end of the 1950s. This course can be taken for academic and/or PE credit

Class Format: class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow

Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 20

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

Distributions: (D2)

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

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

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2020

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

AFR 204 (F) Introduction to Francophone Literatures

Cross-listings: AFR 204 RLFR 203 COMP 282

Secondary Cross-listing

What is the Francophone world comprised of? Who speaks French today and why? What does the idea of *Francophonie* really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the *littérature-monde* manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of *Francophonie* so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (*l'hexagone*), and Haiti among others.

Class Format: seminar

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

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

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D1)

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

AFR 204 (D1) RLFR 203 (D1) COMP 282 (D1)

Attributes: GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

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

Cross-listings: COMP 236 AFR 205 WGSS 207

Primary Cross-listing

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

Class Format: tutorial

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

COMP 236 (D2) AFR 205 (D2) WGSS 207 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

AFR 206 (F) African Dance and Percussion

Cross-listings: AFR 206 MUS 221 DANC 202

Secondary Cross-listing

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

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 20

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

Distributions: (D2)

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

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

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

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

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

AFR 208 (F) Time and Blackness

Cross-listings: REL 262 AMST 208 AFR 208

Primary Cross-listing

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

AFR 211 (F) Race and the Environment

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

Primary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

AFR 212 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 104 AFR 212

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

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

Enrollment Limit: 15

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

Expected Class Size: 12

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

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D2)

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

MUS 104 (D1) AFR 212 (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

SEM Section: B1 Cancelled

LAB Section: B2 Cancelled

LAB Section: B3 Cancelled

LAB Section: B4 Cancelled

AFR 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

Cross-listings: STS 213 WGSS 213 AFR 213 SCST 213

Primary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

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

Distributions: (D2)

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

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

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

Not offered current academic year

AFR 214 (S) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Secondary Cross-listing

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

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

Distributions: (D1)

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

MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AFR 215 (F) Ways of Knowing: Music, Movement, Memory

Cross-listings: THEA 202 AFR 215 WGSS 215 DANC 215

Secondary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theater majors

Expected Class Size: 14

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

Distributions: (D1)

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

THEA 202 (D1) AFR 215 (D1) WGSS 215 (D1) DANC 215 (D1)

Not offered current academic year

AFR 216 (S) Moving While Black

Cross-listings: AFR 216 DANC 217

Primary Cross-listing

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. They will analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class dance exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

Class Format: classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

Requirements/Evaluation: multiple reading/viewing responses; two short essays closely analyzing movement; two graded movement performances; final movement performance with a proposal

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Africana Studies concentrators and students involved in Dance, Theatre, other performance courses or campus performance groups

Expected Class Size: 10

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

Distributions: (D2)

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

AFR 216 (D2) DANC 217 (D1)

Attributes: AFR Core Electives

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Rashida K. Braggs

AFR 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

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

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AFR 219 (S) Spiritualities of Dissent

Cross-listings: AFR 219 REL 220

Secondary Cross-listing

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African-descended activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

Requirements/Evaluation: class participation, weekly reading responses, a critical book review, and a final paper or project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors; Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 219 (D2) REL 220 (D2)

Not offered current academic year

AFR 220 (S) Introduction to African American Literature

Cross-listings: AFR 220 AMST 220 ENGL 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 25

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

Distributions: (D1)

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

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

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

Not offered current academic year

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

Cross-listings: REL 263 AFR 221

Primary Cross-listing

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

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

Distributions: (D2)

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

REL 263 (D2) AFR 221 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

AFR 223 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Secondary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change.

Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

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

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

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

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

AFR 225 (S) Musics of the Caribbean

Cross-listings: AFR 225 MUS 225

Secondary Cross-listing

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

Class Format: lecture

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D1)

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

AFR 225 (D1) MUS 225 (D1)

Attributes: AFR Core Electives MUS World Music/Ethnomusicology

Not offered current academic year

AFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Secondary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpely-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

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

Cross-listings: AMST 228 AFR 228 LATS 228 REL 223

Secondary Cross-listing

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

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

Distributions: (D2)

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

AMST 228 (D2) AFR 228 (D2) LATS 228 (D2) REL 223 (D2)

Attributes: LATS Core Electives

Not offered current academic year

AFR 230 (F) Gender, Sexuality, and Global HIV/AIDS

Cross-listings: WGSS 230 AFR 230

Secondary Cross-listing

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums--the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa.

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2)

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

WGSS 230 (D2) AFR 230 (D2)

Attributes: PHLH Social Determinants of Health

Not offered current academic year

AFR 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Secondary Cross-listing

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

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

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

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

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

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

Cross-listings: AMST 237 AFR 237 REL 237

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

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

Distributions: (D2)

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AFR 241 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

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

Distributions: (D1)

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

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

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

Cross-listings: AFR 242 MUS 252

Secondary Cross-listing

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

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

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

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 242 (D1) MUS 252 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Kris Allen

AFR 243 (S) Asian/American and Black Literary and Cultural Thought

Cross-listings: AFR 243 AMST 243

Secondary Cross-listing

One durable legacy of white settler colonialism has been to its divide-and-conquer management of minority populations--an amazingly effective strategy still widely practiced in a variety of forms today. While Asian Americans have been deemed "model minorities" in contrast to "unmodel" minorities--namely, African Americans--and racial minorities have been pitted against one another in the oppression Olympics and on the issue of affirmative action, there has, in fact, been a long history of political, literary, and cultural thought that have joined blacks and Asian/Asian Americans, from W.E.B. Du Bois to current ideas about digital possibilities (and constraints). In this course we will examine the theory, political writings, art, music and literature that sprang from and attended the early Marxist-Communist fight for universal brotherhood; movements against colonialism, capitalism, and the Vietnam War; Yellow Power and Black Power; and topics such as black and Asian diasporas, Afro-futurism, multiculturalism, "Afro-pessimism", racial melancholia, and digital futurities.

Requirements/Evaluation: one shorter paper (4-6 pages), midterm; final paper/project (10-12 pages), response papers and/or posts on GLOW; participation (class discussion and attendance)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors, sophomores

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 243 (D2) AMST 243 (D2)

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Dorothy J. Wang

AFR 246 (S) African American History, 1619-1865

Cross-listings: HIST 281 AFR 246

Secondary Cross-listing

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Requirements/Evaluation: class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

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

Distributions: (D2)

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

HIST 281 (D2) AFR 246 (D2)

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

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Gretchen Long

AFR 248 (S) The Caribbean: From Slavery to Independence

Cross-listings: AFR 248 HIST 248

Primary Cross-listing

This class will begin with and foreground the current crisis in Puerto Rico, an island emblematic of the history of colonialism, racism, environmental destruction, and economic exploitation of the region. But as the Caribbean has suffered, so has it resisted. From the Haitian Revolution to the Manley 'Revolt' in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the

forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation--expressed in vivid artistic and musical forms--have all too often met with disdain and repression by their more powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santeria, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environmental challenges they face amidst rising sea levels, drought, heat waves, and the effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

Requirements/Evaluation: class participation, a mid-term and final paper, and a 10-12 page research paper

Prerequisites: none; open to all

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 248 (D2) HIST 248 (D2)

Attributes: AFR Core Electives GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect MAST Interdepartmental Electives

Not offered current academic year

AFR 250 (S) Translating Black Resistance: Historical and Contemporary Challenges

"My ebony skin...is my naked soul; my skin is language, and the reading is all yours." The lyrics' excerpt authored by Afro-Brazilian artists Matumbi and Portugal eloquently convey/denounce how Black skin and the Black body may function as a canvas upon which multiple meanings are imposed or assigned/prescribed: as embattled territories constantly subjected to multiple (mis)interpretations. Conversely, Black skin/bodies become sites of resistance, expressing/becoming potent languages through which oppressive systems are challenged, and powerful anti-racist struggles/movements crafted/expressed or performed/reinvented. How have verbal and non-verbal communications functioned as core aspect of Afro-Diasporic confrontational praxis to intersecting racialized/gendered oppressions and annihilation? How may we challenge Eurocentric bodies of knowledge as a key component in political projects of Black erasures? The course will explore such issues by placing the politics of language, translation/interpretation, ideology, and identity at the center of historical and contemporary movements of resistance against deadly manifestations of anti-black racism and gendered/homophobic violence(s). We will engage with such collective Black resistance responses by analyzing music, film, poetry and other Black art forms in Latin America, and particularly Brazil, and we shall examine authors including Conceição Evaristo, Angela Y. Davis, Patricia Hill Collins, Joelzito Araújo, Paul Bandia, Brent Edwards, Lazzo Matumbi, and Randal Johnson.

Requirements/Evaluation: class participation; three two-page response papers; midterm exam; and a 10 to 12- page final paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

Spring 2020

SEM Section: 01 Cancelled

AFR 251 (S) Afro-Diasporic Crossroads: Translating and (Re)Imagining Black Experiences

For many centuries Black subjects have forged multiple forms/processes/modes of resistance, yielded in particular by the brutal forced migration of

African men and women in the Transatlantic Slave Trade. Afro-Diasporic subjects utilized, evoked, and preserved their cultural and historical/intellectual legacies, healing practices/sacred traditions - and (re)crafted the African Diaspora. This course will examine the crucial roles played by the politics of language and translation in Afro-Diasporic dispersions, intersections, and (re)connections. We will explore the concept of translation as reparation and the ethics of translation, while interrogating how language may be utilized as an effective tool for political control and conversely, a powerful means for Black Liberation. Grounded on Black Feminist Theory, we will engage with the often-overlooked significance of embodied Black knowledge in translation theories within and beyond the boundaries of written texts across African Diasporic settings. Particular attention will be placed on a critical analysis of the ways through which Black popular cultures travels across African Diasporic settings. Authors we shall explore in the seminar include Angela Y. Davis, Patricia Hill Collins, Rachel Harding, Paul Bandia, Brent Edwards, Omise'eke Tinsley, Marsha J. Hamilton and Eleanor S. Block.

Class Format: seminar

Requirements/Evaluation: class participation; three two-page response papers; midterm exam; and a 10 to 12- page final paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

Spring 2020

SEM Section: 01 Cancelled

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

Cross-listings: MUS 254 AFR 254

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 10

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

Distributions: (D1)

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

MUS 254 (D1) AFR 254 (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

AFR 256 (S) Politics of Africa

Cross-listings: AFR 256 PSCI 243

Secondary Cross-listing

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

Class Format: lecture/discussion

Requirements/Evaluation: class discussion, four short papers and final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: sophomores, Political Science majors and Africana Studies concentrators

Expected Class Size: 30

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

Distributions: (D2)

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

AFR 256 (D2) PSCI 243 (D2)

Attributes: GBST African Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

AFR 257 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)

Cross-listings: AMST 256 HIST 256 AFR 257

Secondary Cross-listing

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

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Prerequisites: none

Enrollment Limit: 35

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

AMST 256 (D2) HIST 256 (D2) AFR 257 (D2)

Difference, Power, and Equity Notes: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

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

Not offered current academic year

AFR 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Cross-listings: ARAB 259 ARTH 259 AFR 259

Secondary Cross-listing

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

Prerequisites: none, although an introductory course in art history or Islamic studies would be useful

Enrollment Limit: 25

Enrollment Preferences: students who have declared a major in Art History or Africana Studies

Expected Class Size: 15

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

Distributions: (D2)

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

ARAB 259 (D1) ARTH 259 (D1) AFR 259 (D2)

Attributes: GBST African Studies Electives

Spring 2020

LEC Section: 01 Cancelled

AFR 261 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Secondary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

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

Distributions: (D1)

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

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

AFR 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

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

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

AFR 276 (S) Black Europeans

Cross-listings: AFR 276 COMP 276 GERM 276

Secondary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of

chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

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

Distributions: (D2)

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

AFR 276 (D1) COMP 276 (D1) GERM 276 (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christophe A. Kone

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AFR 299 (F) Rastafari: Dread, Politics, Agency

Cross-listings: REL 261 AFR 299 PSCI 233

Primary Cross-listing

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political

actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Expected Class Size: 12

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

Distributions: (D2)

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

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

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

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Neil Roberts

AFR 301 (F) Experimental African American Poetry

Cross-listings: AFR 301 AMST 307 ENGL 327

Secondary Cross-listing

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

Requirements/Evaluation: two papers (6-8 pages and 8-10 pages), short response papers, oral presentation, and class participation

Prerequisites: none, though at least one previous literature course preferred

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 301 (D2) AMST 307 (D2) ENGL 327 (D1)

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

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Dorothy J. Wang

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

Cross-listings: COMP 309 AFR 302

Primary Cross-listing

Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although

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

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

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

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

Distributions: (D2)

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

COMP 309 (D1) AFR 302 (D2)

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

Spring 2020

SEM Section: 01 Cancelled

AFR 307 (F) Contemporary Short Stories from North Africa

Cross-listings: AFR 307 RLFR 309

Secondary Cross-listing

Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Fouad Laroui among others. *Conducted in French.*

Class Format: discussion

Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper

Prerequisites: RLFR 201, 202 or 203 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and those with compelling justification for admission

Expected Class Size: 20

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

Distributions: (D1)

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

AFR 307 (D1) RLFR 309 (D1)

Attributes: GBST African Studies Electives

Not offered current academic year

AFR 309 (S) Scriptures and Race

Cross-listings: LATS 309 REL 309 AFR 309

Secondary Cross-listing

This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes

and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how people imagine themselves, their communities, and their relationship to religious and racial "others"? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Requirements/Evaluation: participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

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

Distributions: (D2)

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

LATS 309 (D2) REL 309 (D2) AFR 309 (D2)

Attributes: LATS Core Electives

Not offered current academic year

AFR 310 (F) Womanist/Black Feminist Thought

Cross-listings: REL 310 AFR 310 WGSS 310 AMST 309

Primary Cross-listing

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: discussion

Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2)

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

REL 310 (D2) AFR 310 (D2) WGSS 310 (D2) AMST 309 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AFR 314 (F) Groovin' the Written Word: The Role of Music in African American Literature

Cross-listings: ENGL 314 COMP 321 AFR 314 AMST 314

Primary Cross-listing

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative

aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

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

Distributions: (D2)

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

ENGL 314 (D1) COMP 321 (D2) AFR 314 (D2) AMST 314 (D2)

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

Not offered current academic year

AFR 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 AMST 315 STS 315 SCST 315

Primary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 315 (D2) AMST 315 (D2) STS 315 (D2) SCST 315 (D2)

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

Not offered current academic year

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

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

Primary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

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

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

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

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

Distributions: (D2)

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

Not offered current academic year

AFR 322 (S) Race, Culture, Incarceration

Cross-listings: AFR 322 INTR 322 AMST 322 PSCI 313

Secondary Cross-listing

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

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distributions: (D2)

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

AFR 322 (D2) INTR 322 (D2) AMST 322 (D2) PSCI 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

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

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

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

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

Distributions: (D2)

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

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

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

Spring 2020

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

AFR 325 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: WGSS 325 AFR 325

Primary Cross-listing

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

Requirements/Evaluation: class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 13

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

Distributions: (D2)

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

WGSS 325 (D2) AFR 325 (D2)

Attributes: AFR Core Electives FMST Core Courses

Not offered current academic year

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

Cross-listings: LATS 313 AMST 313 AFR 326 WGSS 313

Secondary Cross-listing

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

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

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

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

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

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

AFR 327 (S) Sounds and Pressures: Music in the 1970s Caribbean

Cross-listings: MUS 327 HIST 342 AFR 327

Primary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of

Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation: class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: AFR concentrators

Expected Class Size: 20

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

Distributions: (D2)

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

MUS 327 (D2) HIST 342 (D2) AFR 327 (D2)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Matthew J. Smith

AFR 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa

Cross-listings: DANC 330 AFR 330 MUS 330

Secondary Cross-listing

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

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

Materials/Lab Fee: occasional fees to attend concerts; fee range free-\$35

Distributions: (D1)

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

DANC 330 (D1) AFR 330 (D1) MUS 330 (D1)

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

AFR 331 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such

as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

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

Distributions: (D2) (DPE)

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

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AFR 333 (S) New Asian American, African American, Native American, and Latina/o Writing

Cross-listings: AMST 403 AFR 333 LATS 403

Secondary Cross-listing

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

Requirements/Evaluation: one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

Prerequisites: none but those with some previous experience with literature and/or literary analysis might be helpful

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 403 (D2) AFR 333 (D2) LATS 403 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars LATS Comparative Race + Ethnic Studies Electives

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Dorothy J. Wang

AFR 334 (S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration

Cross-listings: AFR 334 PSCI 346 INTR 334

Secondary Cross-listing

This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A; 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper

Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a paragraph on their research interest relevant to the seminar

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 334 (D2) PSCI 346 (D2) INTR 334 (D2)

Not offered current academic year

AFR 336 (S) Blackness, Theater, Theatricality

Cross-listings: ENGL 316 AFR 336

Secondary Cross-listing

Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's *Big White Fog* and Lorraine Hansberry's *A Raisin in the Sun* to expressionistic protest works like Amiri Baraka's *Dutchman and Slave Ship* and Ntozake Shange's *For Colored Girls* to August Wilson's earnest histories and the post-modern satires of Adrienne Kennedy and Suzan-Lori Parks. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee's film *Bamboozled* and characters created by comedians such as Jackie "Moms" Mabley and Richard Pryor. And how should we assess *Porgy*, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, *Porgy and Bess*? This course will be an ongoing inquiry into the riotous theatricality of American blackness.

Class Format: seminar

Requirements/Evaluation: journal, a 15-page final paper

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

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

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

Distributions: (D1)

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

ENGL 316 (D1) AFR 336 (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Not offered current academic year

AFR 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

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

Spring 2020

SEM Section: 01 Cancelled

AFR 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Secondary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 Cancelled

AFR 341 (S) Caste, Race, Hierarchy

Cross-listings: ANTH 341 AFR 341 ASST 341 GBST 341

Secondary Cross-listing

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 15

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

Distributions: (D2)

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

ANTH 341 (D2) AFR 341 (D2) ASST 341 (D2) GBST 341 (D2)

Not offered current academic year

AFR 342 (S) Racial Capitalism (DPE)

Cross-listings: AMST 440 AFR 342

Secondary Cross-listing

This class will interrogate the ways in which capitalist economies have "always and everywhere" relied upon forms of racist domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in

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

Class Format: seminar

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

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

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 440 (D2) AFR 342 (D2)

Difference, Power, and Equity Notes: Provides analysis of the creation of racial categories as means of legitimizing land theft and forced labor, which created the financial and political basis of the modern market economy. Assignments require students to develop new educational materials (courses, museum exhibits) to challenge the knowledge/power complex that insists racial ascription and violence are incidental to capitalism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives

Not offered current academic year

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

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

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

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

Distributions: (D2)

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

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

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

Spring 2020

TUT Section: T1 Cancelled

AFR 345 (S) Race and Feeling in Twentieth Century Literature

Cross-listings: AFR 345 ENGL 342

Secondary Cross-listing

Although we now take for granted that race is socially constructed, the terrain of racial feeling is less certain. In this course, we recognize that states of feeling are also socially constructed; they are marked and shaped by race and other categories. Questions concerning the circulation of feeling between individuals and their generative possibilities have preoccupied sociologists, psychologists, and literary theorists since the mid-1990s, and we will take up where they left off. In this course, we will study the ways in which literary representations of shame in African American literature offer insight into the interior lives of individuals who have been stigmatized by histories of disempowerment, trauma, and the real or imagined racialized gaze. We will analyze the influence of shame in works by such authors as James Weldon Johnson, Nella Larsen, Alice Walker, James Baldwin, Sherley Anne Williams, Phyllis J. Perry, Toni Morrison, and E. Lynn Harris, and we will engage the ways in which shame, and its correlative feelings --- guilt, pride, humiliation, and love --- emerge in texts through various formal and aesthetic choices. We will also engage such theorists as Eve Kosofsky Sedgwick, Sara Ahmed, Sianne Ngai, Heather Love, Darieck Scott, Erving Goffman, and Melissa Harris-Perry to assist us in our inquiry into the intersections of race, feeling, and literature.

Requirements/Evaluation: active class participation, two short essays of scholarly commentary on critical theory, midterm exam, 8- to 10-page paper

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D1)

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

AFR 345 (D2) ENGL 342 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

AFR 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity-for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

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

Distributions: (D2) (DPE)

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

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Roger A. Kittleson

AFR 347 (S) Negative Affects in African American Literature

Cross-listings: AFR 347 ENGL 346

Secondary Cross-listing

"My pessimism was stronger than my longing," wrote Saidiya Hartman in her genre-breaking *Lose Your Mother* in her search for the afterlife of kinship in the remains of a Ghanaian slave fort. In this course we will discuss a mixture of contradictory "bad" feelings burdening the individual and the collective; for example, how hope and desire compete in Hartman's statement with habituated disappointment and exhaustion. How do black subjects creatively overcome the racial foreclosure to write and recite violence, rage, refusal, anxiety, depression, idleness, grief, silence, etc.? And, further, how do we make sense of the sorts of affects that become negative when practiced by black subjects, such as love, empathy, and desire? Together, we will explore interventions by critical theorists of blackness, gender, and sexuality including Saidiya Hartman, Darieck Scott, Abdul JanMohamed, Christina Sharpe, Frantz Fanon, Ann Cvetkovich, Heather Love, and Lauren Berlant to assist us in confronting the sometimes perilous terrain of negative expression for black subjects. Primary texts will include work by Toni Morrison, James Baldwin, Kara Walker, Jamaica Kincaid, and Richard Wright. This course will be driven by student discussion and collaboration.

Requirements/Evaluation: one 10 page paper, one four page paper, engaged feedback process, presentations, thoughtful class participation

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

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 20

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

Distributions: (D1)

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

AFR 347 (D1) ENGL 346 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

AFR 348 (S) The Black Radical Tradition

Cross-listings: AFR 348 PSCI 348 LEAD 348

Primary Cross-listing

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

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

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

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

Distributions: (D2)

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

AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Attributes: AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

AFR 351 (S) Spirits of Rebellion: The L.A. Rebellion Filmmakers

Cross-listings: AFR 351 AMST 359 ENGL 357

Secondary Cross-listing

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Aliile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation: attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

Prerequisites: previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

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

Distributions: (D2)

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

AFR 351 (D2) AMST 359 (D2) ENGL 357 (D2)

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

Not offered current academic year

AFR 352 (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA

Cross-listings: REL 352 WGSS 352 AFR 352

Primary Cross-listing

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions--such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred--as resources for creativity,

community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

REL 352 (D2) WGSS 352 (D2) AFR 352 (D2)

Not offered current academic year

AFR 354 (F) Black Literary and Cultural Theories

Cross-listings: ENGL 410 AFR 410 AFR 354 COMP 410 AMST 410

Secondary Cross-listing

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

Class Format: seminar

Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 10

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

Distributions: (D2)

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

ENGL 410 (D2) AFR 410 (D2) AFR 354 (D2) COMP 410 (D1) AMST 410 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AFR 355 (S) The Black Atlantic as Scriptural Formation

Cross-listings: REL 305 AFR 355

Secondary Cross-listing

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

Class Format: seminar-style discussion

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 15

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

Distributions: (D2)

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

REL 305 (D2) AFR 355 (D2)

Not offered current academic year

AFR 356 (F) The Plantation and Its Afterlife

This course is a meditation on the significance of the plantation in modern life. Rather than treating the plantation as solely a socio-economic formation that utilizes captive labor for the efficient production of goods, we will consider the plantation as a space that has defined, and continues to define, social, economic, and spatial relations. In so doing, we will explore numerous literatures and cultural productions about the plantation in Africa and its diaspora, including historical and sociological studies, fiction, visual art, and music. We will not only interrogate how the plantation form is reproduced over time, but also how it appears in collective memory, and how it enables political mobilization.

Requirements/Evaluation: class participation; two to three short papers (6- to 8-pages); and a 15- to 20-page paper or multimedia final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 12

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

Distributions: (D2)

Attributes: AFR Core Electives

Not offered current academic year

AFR 357 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

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

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AFR 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Primary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

AFR 364 (F) History of the Old South

Cross-listings: AMST 364 HIST 364 AFR 364

Secondary Cross-listing

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion

Requirements/Evaluation: class participation, two papers of moderate length, and a comprehensive final examination

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

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

AMST 364 (D2) HIST 364 (D2) AFR 364 (D2)

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

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Charles B. Dew

AFR 365 (S) History of the New South

Cross-listings: HIST 365 AFR 365 AMST 365

Secondary Cross-listing

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

Class Format: discussion

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

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

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

HIST 365 (D2) AFR 365 (D2) AMST 365 (D2)

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

Not offered current academic year

AFR 368 (F) The Diasporic Impulse in African American Art

Cross-listings: COMP 367 AFR 368

Primary Cross-listing

Since the mid-20th century, growing numbers of African American artists have explored historical, symbolic, and ritual meanings shared by Blacks in the USA and people of African descent in other parts of the diaspora. Using specific visual, musical, literary, and kinetic themes, Black creatives--across genres--develop work that addresses explicit and implicit points of diasporic connection around issues of identity, indigenous/ancestral wisdom, cultural and political critique, and alternative religious orientations. Looking especially at the work of playwright August Wilson, painters John Biggers and Daniel Minter, dancer Katherine Dunham, and sculptor Elizabeth Catlett Mora, this course examines the symbolic and ritual vocabularies of African American art in diasporic perspective.

Requirements/Evaluation: class participation, two to three short papers (5-7 pages), and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

COMP 367 (D2) AFR 368 (D2)

Not offered current academic year

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

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

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

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

AFR 370 (F) The Caribbean and the World: 1945-1968

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts. The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Marson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given

special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

Requirements/Evaluation: class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew J. Smith

AFR 378 (S) Uncontrollable: Deconstructing Stereotypes of Black Womanhood in the Americas

Cross-listings: WGSS 378 AFR 378

Primary Cross-listing

In *Black Feminist Thought* Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mammies, matriarchs, welfare recipients, and hot mommas has been essential to the political economy of domination fostering Black women's oppression." This course explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine they how have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: AFR concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

WGSS 378 (D2) AFR 378 (D2)

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Prisca Gayles

AFR 379 (F) Black Women in the United States

Cross-listings: WGSS 379 AFR 379 HIST 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art,

and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors and Africana Studies concentrators

Expected Class Size: 15-20

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

Distributions: (D2)

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

WGSS 379 (D2) AFR 379 (D2) HIST 379 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

LEC Section: 01 Cancelled

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

Cross-listings: AFR 380 AMST 380 ENGL 381 SCST 380 WGSS 380 STS 380

Secondary Cross-listing

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

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 380 (D2) AMST 380 (D2) ENGL 381 (D2) SCST 380 (D2) WGSS 380 (D2) STS 380 (D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AFR 382 (S) Contemporary Afro-Latin American Social Movements

This seminar course will provide students with an introduction to diverse histories, political beliefs, and mobilization strategies of 20th and 21st century Afro-Latin American social movements, as well as their relationship with their respective governments. Primary documents, audiovisual texts and social science research will complement lectures and class discussions to prepare students to discuss the contributions and critiques of the movements within broader discussions of the politics of blackness in the African Diaspora. While the course focuses on contemporary experiences activism, each topic is introduced with a historical overview of African-descended peoples in Latin America. By the course's conclusion, students should be able to discuss a wide range of ideas, experiences, and strategies of black politics in the Latin America as well as the similarities in themes and characteristics that have shaped much of the experiences. Furthermore, students should be able to assess the ways in which black movements in Latin America have: challenged hegemonic narratives, approached politics of culture and multiculturalism, contested invisibility, utilized transnational

diasporic politics, and (re)defined conceptualizations of citizenship and belonging.

Requirements/Evaluation: in-class participation, weekly reading responses, a book review, and a final paper and presentation

Prerequisites: none

Enrollment Limit: 13

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)

Not offered current academic year

AFR 383 (S) Race and Ethnicity in Latin America

Cross-listings: AFR 383 HIST 443

Secondary Cross-listing

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Requirements/Evaluation: class participation, one short paper, and a substantial (20-25 page) research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latino/a Studies concentrators

Expected Class Size: 10-15

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

Distributions: (D2)

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

AFR 383 (D2) HIST 443 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group D Electives - Latin America + Caribbean

Not offered current academic year

AFR 385 (F) Civil War and Reconstruction

Cross-listings: AMST 456 HIST 456 AFR 385

Secondary Cross-listing

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements/Evaluation: class participation and a substantial research paper based at least in part on primary source materials

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 456 (D2) HIST 456 (D2) AFR 385 (D2)

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

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

AFR 386 (S) Democratic Vistas

Cross-listings: ENGL 391 AFR 386

Primary Cross-listing

This seminar will focus on the ways in which texts create nuanced representations of democratic ideals and practices as well as, of course, representations of the failures of democratic ideals and practices. Our goal will be to explore how literature encourages readers to think about democracy, and what impact that can have on our lives as readers and citizens. To this end, we will study work across five genres--poetry, fiction, non-fiction, photography, and film--to arrange and enhance our sense of how plot, structure, figuration, and allusion occupy themselves with the challenge of the Democratic Vista: which is to say with visions of what democracy is, has been, and has the potential be. Among the texts and authors likely to be studied are Robert Hayden, Ralph Ellison, Toni Morrison, Don DeLillo, Jamaica Kincaid, Ishion Hutchinson, Natalie Diaz, Octavia Butler, Colson Whitehead, Morgan Parker, Nana Kwame Adjei-Brenyahm Teju Cole, and contemporary films such as Ryan Coogler's BLACK PANTHER and Boots Riley's SORRY TO BOTHER YOU.

Requirements/Evaluation: attendance and participation, two short essays, and a 12- to 15-page final paper; additional requirements will include film screenings outside of class, interactive (e.g., Skype, etc.) author visits inside of class, and campus talks germane to the seminar

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and English majors

Expected Class Size: 12

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

Distributions: (D2)

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

ENGL 391 (D2) AFR 386 (D2)

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Rowan Ricardo Phillips

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

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)

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

Not offered current academic year

AFR 440 (F) CAPSTONE: Performing Blackness

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

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

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 10

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

Distributions: (D2)

Attributes: AFR Core Electives

Fall 2019

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

AFR 450 (S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human

Cross-listings: AFR 450 PSCI 372

Primary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter's inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter's work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter's thought for Africana political theory, Afro-futurism, social justice, human rights, and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

Requirements/Evaluation: attendance and participation; a 7-page midterm essay; a literature review essay; and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and Political Science majors

Expected Class Size: 12

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

Distributions: (D2)

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

AFR 450 (D2) PSCI 372 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Neil Roberts

AFR 476 (F) CAPSTONE: Black Radicalism

Cross-listings: AFR 476 HIST 476

Primary Cross-listing

Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Requirements/Evaluation: student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 476 (D2) HIST 476 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group A Electives - Africa HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

AFR 494 (S) Honors Dossier

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

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

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Neil Roberts

AFR 497 (F) Independent Study: Africana Studies

Africana Studies independent study

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

Distributions: (D2)

Attributes: AFR Core Electives

Fall 2019

IND Section: 01 TBA Neil Roberts

AFR 498 (S) Independent Study: Africana Studies

Africana Studies Independent Study

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

Distributions: (D2)

Attributes: AFR Core Electives

Spring 2020

IND Section: 01 TBA Neil Roberts

Winter Study -----

AFR 30 (W) Sen Project: Africana Studies

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

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Neil Roberts

AFR 99 (W) Ind Study: Africana Studies

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

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Neil Roberts

AMERICAN STUDIES (Div II)

Chair: Senior Lecturer Cassandra Cleghorn

- Hossein Ayazi, Visiting Assistant Professor of American Studies
- Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature and American Studies; affiliated with: American Studies Program
- Maria Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Study, American Studies Program
- Cassandra J. Cleghorn, Chair and Senior Lecturer in American Studies and English, Chair of American Studies Program; affiliated with: American Studies Program
- Nicolas C. Howe, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology, American Studies Program; on leave 2019-2020
- Anthony Y. Kim, Visiting Assistant Professor of American Studies
- Eli Nelson, Assistant Professor of American Studies
- Jan Padios, Associate Professor
- Ahmed Ragab, Richmond Visiting Professor; affiliated with: Religion Department, American Studies Program
- Mark T. Reinhardt, Chair and Class of 1956 Professor of American Civilization; affiliated with: American Studies Program
- Dorothy J. Wang, Professor of American Studies

GENERAL PROGRAM DESCRIPTION

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

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

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

COURSES AND COURSE NUMBERING

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

THE MAJOR

Required Courses

American Studies 101, America: the Nation and Its Discontents

American Studies 301, Junior Seminar

One 400-level course designated Senior Seminar

Elective Courses

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

THE DEGREE WITH HONORS IN AMERICAN STUDIES

ELIGIBILITY AND APPLICATION FOR HONORS

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

TIMELINE FOR AMERICAN STUDIES HONORS THESIS STUDENTS

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

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

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

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

ADVISING

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

AMERICAN STUDIES AND OTHER PROGRAMS

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

STUDY AWAY FROM WILLIAMS

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

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

SPECIALIZATION FIELDS

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

ARTS IN CONTEXT

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms.

Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance, experimental and activist art.

Elective Courses

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

[AFR 205 T / WGSS 207 / COMP 236](#)[She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

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

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261\(F\)](#)[Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 302 / COMP 309\(S\)](#)[Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 315 / AMST 315 / STS 315](#)[Blackness 2.0: Race, Film and New Technologies](#)

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

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 128 / COMP 128 / ENGL 128\(S\)](#)[Reading Asian American Literature](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 142 T / STS 142\(F\)](#)[AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 149 / ENGL 149](#)[First-Hand America](#)

Taught by: [Cassandra Cleghorn](#)

[Catalog details](#)

[AMST 300 / ENGL 300 / COMP 357](#)[Tell Even Us: Writing Memory, Trauma, Self](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 307 / AFR 301 / ENGL 327\(F\)](#)[Experimental African American Poetry](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 335 / ARTH 335](#)[Uncovering Williams](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 403 / AFR 333 / LATS 403\(S\)](#)[New Asian American, African American, Native American, and Latina/o Writing](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[ARTH 264 / AMST 264\(F\)](#)[American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 265 / AMST 265\(S\)](#)[Pop Art](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[ARTH 462 / AMST 462 / LATS 462 / ARTH 562](#)[Art of California: Pacific Standard Time](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[ARTH 470](#)[Image-making, Orientalism and Visual Culture](#)

Taught by: [Holly Edwards](#)
[Catalog details](#)
[COMP 242 / AMST 242 / ENGL 250](#)Americans Abroad

Taught by: [Soledad Fox](#)
[Catalog details](#)
[ENGL 105 / AMST 105 / WGSS 105\(F, S\)](#)American Girlhoods

Taught by: [Kathryn Kent](#)
[Catalog details](#)
[ENGL 129 / AFR 129\(S\)](#)Twentieth-Century Black Poets

Taught by: [David Smith](#)
[Catalog details](#)
[ENGL 204 / COMP 221\(S\)](#)Hollywood Film

Taught by: [John Kleiner](#), [James Shepard](#)
[Catalog details](#)
[ENGL 210](#)American Modernism

Taught by: [Cassandra Cleghorn](#)
[Catalog details](#)
[ENGL 220 / AFR 220 / AMST 220](#)Introduction to African American Literature

Taught by: TBA
[Catalog details](#)
[ENGL 258\(S\)](#)Poetry and the City

Taught by: [Anita Sokolsky](#)
[Catalog details](#)
[ENGL 272 / AMST 272\(S\)](#)American Postmodern Fiction

Taught by: [John Limon](#)
[Catalog details](#)
[ENGL 316 / AFR 336](#)Blackness, Theater, Theatricality

Taught by: [David Smith](#)
[Catalog details](#)
[ENGL 338 / COMP 337 / AMST 338\(S\)](#)Literature of the American Renaissance

Taught by: [Shawn Rosenheim](#)
[Catalog details](#)
[ENGL 341 / AMST 341 / WGSS 342](#)American Genders, American Sexualities

Taught by: TBA
[Catalog details](#)
[ENGL 343](#) Whitman and Dickinson in Context

Taught by: [Kathryn Kent](#)
[Catalog details](#)
[ENGL 450](#)Melville, Mark Twain, & Ellison

Taught by: TBA
[Catalog details](#)
[LATS 203 / ARTH 203 / WGSS 203 / AMST 205](#)Chicana/o Film and Video

Taught by: [C. Ondine Chavoya](#)
[Catalog details](#)
[LATS 231 / AMST 231 / WGSS 232](#)Approaches to Media Studies: Analyzing Mediated Difference

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 240 / COMP 210 / AMST 240\(F\)](#)Latina/o Language Politics: Hybrid Voices

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 338 / WGSS 338 / AMST 339](#)Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 346 / AMST 346](#)Latinas/os and the Media: From Production to Consumption

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 348 / AMST 348 / COMP 348](#)Graphic Narratives as Democratic Ideals

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 358 / ARTH 358\(S\)](#)Latinx Installation and Site-Specific Art

Taught by: [C. Ondine Chavoya](#)
[Catalog details](#)
[MAST 231 / ENGL 231\(F, S\)](#)Literature of the Sea

Taught by: Kelly Bushnell, [Christian Thorne](#)
[Catalog details](#)
[MUS 151](#)History of Jazz

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 211 Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 252 / AFR 242\(F\) Introduction to the Music of John Coltrane](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 254 / AFR 254 Bebop: The \(R\)evolution of Modern Jazz](#)

Taught by: [Kris Allen](#)
[Catalog details](#)
[MUS 279 T\(S\) American Pop Orientalism](#)

Taught by: [W. Anthony Sheppard](#)
[Catalog details](#)
[REL 229 / AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.](#)

Taught by: [Jacqueline Hidalgo](#)
[Catalog details](#)
[RLSP 306 T / COMP 302 Latino Writing: Literature by U.S. Hispanics](#)

Taught by: [Gene Bell-Villada](#)
[Catalog details](#)
[THEA 250 T / COMP 247 / WGSS 250 / ENGL 253 Gender, Sexuality and Modern Performance](#)

Taught by: [Amy Holzapfel](#)
[Catalog details](#)
[THEA 275 T / ENGL 224 / AMST 275 / COMP 275\(F\) American Drama: Hidden Knowledge](#)

Taught by: [Robert Baker-White](#)
[Catalog details](#)
[THEA 330 / COMP 330 / AMST 331\(S\) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City](#)

Taught by: [Deborah Brothers](#)
[Catalog details](#)

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

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

Elective Courses

[AFR 132 / AMST 132 / PSCI 132 Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)
[Catalog details](#)
[AFR 200\(F, S\) Introduction to Africana Studies](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[AFR 208 T / AMST 208 / REL 262 Time and Blackness](#)

Taught by: [James Manigault-Bryant](#)
[Catalog details](#)
[AFR 211 / AMST 211 / ENVI 211 / SOC 211 Race and the Environment](#)

Taught by: [James Manigault-Bryant](#)
[Catalog details](#)
[AFR 299 / PSCI 233 / REL 261\(F\) Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)
[Catalog details](#)
[AFR 302 / COMP 309\(S\) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA
[Catalog details](#)
[AFR 310 / AMST 309 / REL 310 / WGSS 310 Womanist/Black Feminist Thought](#)

Taught by: [Rhon Manigault-Bryant](#)
[Catalog details](#)
[AFR 314 / AMST 314 / ENGL 314 / COMP 321 Groovin' the Written Word: The Role of Music in African American Literature](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)
[AFR 315 / AMST 315 / STS 315 Blackness 2.0: Race, Film and New Technologies](#)

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

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

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

Taught by: [VaNatta Ford](#)

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 360 / LEAD 360 / PHIL 360 / PSCI 370\(F\)](#)[The Political Thought of Frantz Fanon](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

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

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

[Catalog details](#)

[AFR 476 / HIST 476](#)[CAPSTONE: Black Radicalism](#)

Taught by: [Shanti Singham](#)

[Catalog details](#)

[AMST 125\(F\)](#)[Introduction to Asian American Studies](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 142 T / STS 142\(F\)](#)[AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 146](#)[Introduction to Native American and Indigenous Studies](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 209\(F\)](#)[Introduction to Black, Brown, and Queer Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 223\(F\)](#)[Eating Empire: Asian/Pacific Islander/American Foodways and Culture](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 239](#)[Asian/Pacific Islander/American Documentary Cinemas](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 243 / AFR 243\(S\)](#)[Asian/American and Black Literary and Cultural Thought](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 256 / HIST 256 / AFR 257](#)[Social Justice Traditions: 1960s to #Black Lives Matter](#)

Taught by: [Andrew Cornell](#)

[Catalog details](#)

[AMST 307 / AFR 301 / ENGL 327\(F\)](#)[Experimental African American Poetry](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 324 / WGSS 324 / HIST 362](#)[Indigenous Women's History](#)

Taught by: [Tyler Rogers](#)

[Catalog details](#)

[AMST 353 / STS 353\(S\)](#)[Is Science Native to Turtle Island? The History of Native Science in North America](#)

Taught by: TBA

[Catalog details](#)

[AMST 359 / AFR 351 / ENGL 357](#)[Spirits of Rebellion: The L.A. Rebellion Filmmakers](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 382 / COMP 382\(S\)](#)[Transnational Asian/American Film and Video](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 403 / AFR 333 / LATS 403\(S\)](#)[New Asian American, African American, Native American, and Latina/o Writing](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 405](#)[Critical Indigenous Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 440 / AFR 342](#)[Racial Capitalism](#)

Taught by: [Andrew Cornell](#)

[Catalog details](#)

[ENGL 220 / AFR 220 / AMST 220](#)Introduction to African American Literature

Taught by: TBA

[Catalog details](#)

[HIST 152 / WGSS 152\(S\)](#)The Fourteenth Amendment and the Meanings of Equality

Taught by: [Sara Dubow](#)

[Catalog details](#)

[HIST 164 / AFR 164 / AMST 165](#)Slavery in the American South

Taught by: [Charles Dew](#)

[Catalog details](#)

[HIST 167 / AFR 167 / AMST 167\(F\)](#)Let Freedom Ring? African Americans and Emancipation

Taught by: [Gretchen Long](#)

[Catalog details](#)

[HIST 243](#)Modern Latin America, 1822 to the Present

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 284 / AMST 284 / ASST 284](#)Introduction to Asian American History

Taught by: [Scott Wong](#)

[Catalog details](#)

[HIST 364 / AFR 364 / AMST 364\(F\)](#)History of the Old South

Taught by: [Charles Dew](#)

[Catalog details](#)

[HIST 365 / AFR 365 / AMST 365](#)History of the New South

Taught by: [Charles Dew](#)

[Catalog details](#)

[HIST 380](#)Comparative American Immigration History

Taught by: [Scott Wong](#)

[Catalog details](#)

[HIST 384 / AMST 384 / ASST 384\(F\)](#)Selected Topics in Asian American Studies

Taught by: [Scott Wong](#)

[Catalog details](#)

[HIST 443 / AFR 383](#)Race and Ethnicity in Latin America

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 456 / AFR 385 / AMST 456\(F\)](#)Civil War and Reconstruction

Taught by: [Charles Dew](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\)](#)Race, Culture, Incarceration

Taught by: TBA

[Catalog details](#)

[LATS 105\(F\)](#)Latina/o Identities: Constructions, Contestations, and Expressions

Taught by: [Jacqueline Hidalgo](#), [Nelly Rosario](#)

[Catalog details](#)

[LATS 106 T](#)Coming of Age in the City: Growing up and Growing Older in Communities of Color

Taught by: TBA

[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205](#)Chicana/o Film and Video

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[LATS 220 / AMST 221 / ENVI 221](#)Introduction to Urban Studies: Shaping and Living the City

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 224 / AMST 224 / REL 224](#)U.S. Latinx Religions

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 231 / AMST 231 / WGSS 232](#)Approaches to Media Studies: Analyzing Mediated Difference

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240\(F\)](#)Latina/o Language Politics: Hybrid Voices

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 246 / AMST 246](#)Aesthetics and Place-making in Latina/o New York

Taught by: [Sebastian Perez](#)

[Catalog details](#)

[LATS 252 / AMST 252](#)Puerto Rico and its Diaspora

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 286 / HIST 286 Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 312 / AMST 312 / ENVI 313 Chicago](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 313 / AMST 313 / WGSS 313 / AFR 326\(S\) Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [María Elena Cepeda](#)

[Catalog details](#)

[LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328 California: Myths, Peoples, Places](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 327 / REL 314 / AMST 327 / AFR 357\(S\) Racial and Religious Mixture](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339 Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

Taught by: [María Elena Cepeda](#)

[Catalog details](#)

[LATS 346 / AMST 346 Latinas/os and the Media: From Production to Consumption](#)

Taught by: [María Elena Cepeda](#)

[Catalog details](#)

[LATS 348 / AMST 348 / COMP 348 Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 386 / HIST 386 / WGSS 386 Latinas in the Global Economy: Work, Migration, and Households](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 408 / AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411\(F\) Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [María Elena Cepeda](#)

[Catalog details](#)

[LATS 471 / HIST 471 Comparative Latina/o Migrations](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[MUS 151 History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[PSCI 248 T\(F\) The USA in Comparative Perspective](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 T\(S\) Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSYC 341 / WGSS 339\(S\) Stereotypes, Prejudice, and Discrimination](#)

Taught by: [Steven Fein](#)

[Catalog details](#)

[REL 229 / AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[REL 237 / AFR 237 / AMST 237 Islam in the United States: From Black Muslims to the War on Terror](#)

Taught by: [Zaid Adhami](#)

[Catalog details](#)

[REL 247 / AMST 247 / ENVI 247 / LATS 247 Race and Religion in the American West](#)

Taught by: [Lloyd Barba](#)

[Catalog details](#)

[RLSP 306 T / COMP 302 Latino Writing: Literature by U.S. Hispanics](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

CRITICAL AND CULTURAL THEORY

Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem-driven. Students combine courses in feminist theory, anti-imperial and postcolonial theory,

literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter-traditions in political theory and philosophy.

Elective Courses

[AFR 132 / AMST 132 / PSCI 132](#)Contemporary Africana Social and Political Philosophy

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261\(F\)](#)Rastafari: Dread, Politics, Agency

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 310 / AMST 309 / REL 310 / WGSS 310](#)Womanist/Black Feminist Thought

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

[Catalog details](#)

[AFR 360 / LEAD 360 / PHIL 360 / PSCI 370\(F\)](#)The Political Thought of Frantz Fanon

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AMST 209\(F\)](#)Introduction to Black, Brown, and Queer Theory

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 243 / AFR 243\(S\)](#)Asian/American and Black Literary and Cultural Thought

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 353 / STS 353\(S\)](#)Is Science Native to Turtle Island? The History of Native Science in North America

Taught by: TBA

[Catalog details](#)

[AMST 359 / AFR 351 / ENGL 357](#)Spirits of Rebellion: The L.A. Rebellion Filmmakers

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 382 / COMP 382\(S\)](#)Transnational Asian/American Film and Video

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 405](#)Critical Indigenous Theory

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 410 / AFR 354 / COMP 410 / ENGL 410](#)Black Literary and Cultural Theories

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[ANSO 305\(F\)](#)Social Theory

Taught by: [Christina Simko](#)

[Catalog details](#)

[ANTH 328 T\(F\)](#)Emotions and the Self

Taught by: [Peter Just](#)

[Catalog details](#)

[COMP 340 / ENGL 363](#)Literature and Psychoanalysis

Taught by: [Gail Newman](#)

[Catalog details](#)

[COMP 380 / ENGL 370](#)Literary and Critical Theory in the Twentieth Century

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[ENGL 113 / AMST 113 / WGSS 113\(F\)](#)The Feminist Poetry Movement

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 117 / COMP 117](#)Introduction to Cultural Theory

Taught by: [Christian Thorne](#)

[Catalog details](#)

[ENGL 230 / COMP 240\(F\)](#)Introduction to Literary Theory

Taught by: [Christopher Pye](#)

[Catalog details](#)

[ENGL 340 / AMST 340 / WGSS 340 / COMP 342\(S\)](#)Elizabeth Bishop in the Americas

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 341 / AMST 341 / WGSS 342](#)American Genders, American Sexualities

Taught by: TBA

[Catalog details](#)

[ENVI 217 / AMST 216](#)Landscape, Place and Power

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[ENVI 348 / AMST 347\(S\)Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience](#)

Taught by: [April Merleaux](#)
[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\)Race, Culture, Incarceration](#)

Taught by: TBA
[Catalog details](#)

[INTR 343 T / AFR 343 / AMST 343 / WGSS 343\(S\)Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: TBA
[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228\(F\)Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)
[Catalog details](#)

[PHIL 379 / AMST 379American Pragmatism](#)

Taught by: [Steven Gerrard](#)
[Catalog details](#)

[POEC 250 / PSCI 238 / ECON 299\(F\)Economic Liberalism and Its Critics](#)

Taught by: [Jon Bakija](#), [James Mahon](#)
[Catalog details](#)

[PSCI 235 / ENVI 235Survival and Resistance: Environmental Political Theory](#)

Taught by: TBA
[Catalog details](#)

[PSCI 273 / ENVI 273 / STS 273\(F\)Politics without Humans?](#)

Taught by: [Laura Ephraim](#)
[Catalog details](#)

[PSCI 312 T / LEAD 312American Political Thought](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)

[PSCI 430What Should Political Theory Be Now?](#)

Taught by: [Mark Reinhardt](#)
[Catalog details](#)

[REL 350 / COMP 349 / SOC 350Max Weber & Critical Theory or Rationalization & Its Discontents](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)

[WGSS 101\(F, S\)Introduction to Women's, Gender & Sexuality Studies](#)

Taught by: [Greta Snyder](#), [Kai Green](#), [Alison Case](#), [Kiaran Honderich](#)
[Catalog details](#)

[WGSS 202\(F, S\)Foundations in Sexuality Studies](#)

Taught by: [Vivian Huang](#), [Kai Green](#)
[Catalog details](#)

SPACE AND PLACE

This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

Elective Courses

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

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

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

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

[AMST 335 / ARTH 335Uncovering Williams](#)

Taught by: [Dorothy Wang](#)
[Catalog details](#)

[AMST 440 / AFR 342Racial Capitalism](#)

Taught by: [Andrew Cornell](#)
[Catalog details](#)

[ARTH 264 / AMST 264\(F\)American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)
[Catalog details](#)

[ARTH 405\(F\)Seminar in Architectural Criticism](#)

Taught by: [Michael Lewis](#)
[Catalog details](#)
[ARTH 462 / AMST 462 / LATS 462 / ARTH 562](#)[Art of California: Pacific Standard Time](#)

Taught by: [C. Ondine Chavoya](#)
[Catalog details](#)
[ARTH 501 / LEAD 301 / ARTH 303\(S\)](#)[Museums: History and Practice](#)

Taught by: [Michael Conforti](#)
[Catalog details](#)
[ECON 228 T / ENVI 228](#)[Water as a Scarce Resource](#)

Taught by: [Ralph Bradburd](#)
[Catalog details](#)
[ENGL 312 / ENVI 315\(S\)](#)[Ecocriticism](#)

Taught by: [Jessica Fisher](#)
[Catalog details](#)
[ENGL 378 / ENVI 378\(F\)](#)[Nature/Writing](#)

Taught by: [David Smith](#)
[Catalog details](#)
[ENVI 101\(F\)](#)[Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Pia Kohler](#), [April Merleaux](#), [Laura Martin](#)
[Catalog details](#)
[ENVI 110 T](#)[The Anthropocene: Nature and Culture in the Human Age](#)

Taught by: [Nicolas Howe](#)
[Catalog details](#)
[ENVI 217 / AMST 216](#)[Landscape, Place and Power](#)

Taught by: [Nicolas Howe](#)
[Catalog details](#)
[ENVI 283 / PSCI 283](#)[Dirty Politics: Regulating Hazardous Chemicals and Wastes](#)

Taught by: [Pia Kohler](#)
[Catalog details](#)
[ENVI 291 / REL 291 / SOC 291](#)[Religion and the American Environmental Imagination](#)

Taught by: [Nicolas Howe](#)
[Catalog details](#)
[ENVI 302 / AMST 302\(F\)](#)[Environmental Planning Workshop: Community-Based Experience](#)

Taught by: [Henry Art](#), [Sarah Gardner](#)
[Catalog details](#)
[ENVI 307 / PSCI 317\(F\)](#)[Environmental Law](#)

Taught by: [David Cassuto](#)
[Catalog details](#)
[GEOS 201 / ENVI 205](#)[Geomorphology](#)

Taught by: [José Constantine](#)
[Catalog details](#)
[HIST 364 / AFR 364 / AMST 364\(F\)](#)[History of the Old South](#)

Taught by: [Charles Dew](#)
[Catalog details](#)
[HIST 365 / AFR 365 / AMST 365](#)[History of the New South](#)

Taught by: [Charles Dew](#)
[Catalog details](#)
[HIST 372\(F\)](#)[The North American West: Histories and Meanings](#)

Taught by: [Karen Merrill](#)
[Catalog details](#)
[HIST 379 / AFR 379 / WGSS 379\(F\)](#)[Black Women in the United States](#)

Taught by: TBA
[Catalog details](#)
[HIST 380](#)[Comparative American Immigration History](#)

Taught by: [Scott Wong](#)
[Catalog details](#)
[HIST 478 / AMST 478 / ENVI 478\(S\)](#)[Cold War Landscapes](#)

Taught by: [Karen Merrill](#)
[Catalog details](#)
[HIST 491 T / AMST 490 / ENVI 491](#)[The Suburbs](#)

Taught by: [Karen Merrill](#)
[Catalog details](#)
[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\)](#)[Race, Culture, Incarceration](#)

Taught by: TBA
[Catalog details](#)
[LATS 106 T](#)[Coming of Age in the City: Growing up and Growing Older in Communities of Color](#)

Taught by: TBA
[Catalog details](#)
[LATS 220 / AMST 221 / ENVI 221 Introduction to Urban Studies: Shaping and Living the City](#)

Taught by: [Mérida Rúa](#)
[Catalog details](#)
[LATS 246 / AMST 246 Aesthetics and Place-making in Latina/o New York](#)

Taught by: [Sebastian Perez](#)
[Catalog details](#)
[LATS 252 / AMST 252 Puerto Rico and its Diaspora](#)

Taught by: Mérida Rúa
[Catalog details](#)
[LATS 312 / AMST 312 / ENVI 313 Chicago](#)

Taught by: [Mérida Rúa](#)
[Catalog details](#)
[LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328 California: Myths, Peoples, Places](#)

Taught by: [Jacqueline Hidalgo](#)
[Catalog details](#)
[LATS 358 / ARTH 358\(S\) Latinx Installation and Site-Specific Art](#)

Taught by: [C. Ondine Chavoya](#)
[Catalog details](#)
[LATS 408 / AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People](#)

Taught by: [Mérida Rúa](#)
[Catalog details](#)
[MAST 352 / HIST 352\(F, S\) American Maritime History](#)

Taught by: [Alicia Maggard](#)
[Catalog details](#)
[PSCI 349 T\(S\) Cuba and the United States](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[PSCI 410 Senior Seminar in American Politics: The Politics of Belonging](#)

Taught by: TBA
[Catalog details](#)
[PSYC 346 / ENVI 346\(S\) Environmental Psychology](#)

Taught by: TBA
[Catalog details](#)
[REL 326 T / COMP 326 / WGSS 326 / LATS 426 Queer Temporalities](#)

Taught by: [Jacqueline Hidalgo](#)
[Catalog details](#)
[SOC 216 The City](#)

Taught by: [Marketa Rulikova](#)
[Catalog details](#)
[THEA 330 / COMP 330 / AMST 331\(S\) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City](#)

Taught by: [Deborah Brothers](#)
[Catalog details](#)

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

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

Distributions: (D2) (DPE) (WS)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Dorothy J. Wang

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Cassandra J. Cleghorn

AMST 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

AMST 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

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

Not offered current academic year

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

AMST 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Secondary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

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

Distributions: (D2) (DPE)

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

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

AMST 125 (F) Introduction to Asian American Studies

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Anthony Y. Kim

AMST 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AMST 128 (S) Reading Asian American Literature

Cross-listings: COMP 128 ENGL 128 AMST 128

Primary Cross-listing

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our

assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: prospective AMST or ENGL majors

Expected Class Size: 15

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

Distributions: (D2)

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

COMP 128 (D2) ENGL 128 (D2) AMST 128 (D2)

Attributes: AMST Arts in Context Electives

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Anthony Y. Kim

AMST 132 (F) Contemporary Africana Social and Political Philosophy

Cross-listings: PSCI 132 AFR 132 AMST 132

Secondary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and one 10-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: first- and second-year students

Expected Class Size: 12

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

Distributions: (D2)

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

PSCI 132 (D2) AFR 132 (D2) AMST 132 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

AMST 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity

from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

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

Fall 2019

TUT Section: T1 TBA Eli Nelson

AMST 146 (F) Introduction to Native American and Indigenous Studies (DPE)

What does it mean to be a citizen of an Indigenous nation? Why are there laws against selling inauthentic Native American art? Who is two spirit and what obligations and politics does that position and identity entail? Where do we locate tradition and Indigenous peoples in time? In this course, we will address these questions and more, surveying indigeneity as it is constructed and expressed in historical narratives, activism and education, governance and identity, art and literature, science and religion, and gender and sexuality. Knowledge of the Indigenous is a foundational element of the United States. From missionaries documenting Indigenous languages, to sports mascots, DNA testing, and even to New Age spirit quests and sweat lodges, the coherence and legitimacy of this settler colonial empire has demanded expertise in and the appropriation of Indigenous bodies, knowledges, and cultures as a means of continually displacing and erasing them. And yet, that is not the only way to produce knowledge of, by, and with Indigenous people. Indigenous Studies provides a variant way of thinking and learning about indigeneity. The imperative of Indigenous Studies is to understand Indigenous peoples on their own terms and the world on those same terms. In this course we will explore not only questions related to Native America today, but also the various reasons and implications for why we study it.

Requirements/Evaluation: attendance and class participation, three 3- to 5-page essays, and one in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: American Studies majors or first- and second-year students

Expected Class Size: 19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course addresses the dynamics of power inherent in studying Indigenous people in the academy, and will provide students the vocabulary and framework necessary to interrogate how settler colonialism and Indigenous survivance intersects with questions of race, gender, sexuality, and the construction of difference.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AMST 149 (F) First-Hand America

Cross-listings: AMST 149 ENGL 149

Primary Cross-listing

Gonzo journalism, the nonfiction novel, literary journalism, the "new new journalism": the study of American culture has thrived in the able hands of writers, reformers and amateur anthropologists. This course is an introduction to American writing and culture through the eyes of extraordinary witnesses who work as public intellectuals, addressing a readership that reaches beyond the university. Through essays, films and music we will track the documentary impulse from coast to coast: from Ferguson, Baltimore, Miami, Watts, Denver, Harlem, Chicago, Compton and Sing-Sing prison to the wilds of Alaska and rural Georgia; from mass demonstrations to the most intimate, bedside revelations. How have writers and artists given their audiences tools for understanding power, privilege, and difference in America?

Class Format: seminar

Requirements/Evaluation: multiple short essays and revisions, peer-editing and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

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

Distributions: (D2)

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

AMST 149 (D2) ENGL 149 (D2)

Attributes: AMST Arts in Context Electives

Not offered current academic year

AMST 157 (S) 1960s and U.S. History (WS)

Cross-listings: HIST 157 AMST 157

Secondary Cross-listing

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

Requirements/Evaluation: two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation

Prerequisites: first-years

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

HIST 157 (D2) AMST 157 (D2)

Writing Skills Notes: Precises and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Spring 2020

SEM Section: 01 Cancelled

AMST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Secondary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

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

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 165 (S) Slavery in the American South (WS)

Cross-listings: HIST 164 AFR 164 AMST 165

Secondary Cross-listing

This writing intensive seminar will focus on slavery in the southern United States--one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects. Separate class sessions on approaches to research

and available research materials held with Lori DuBois, Sawyer reference librarian, and Wayne Hammond, Chapin librarian. Instructor holds individual meetings with each student to help them with the selection of a viable research topic.

Requirements/Evaluation: class discussion, weekly reading summaries, and final 8- to 10-page research paper; in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15-19

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

Distributions: (D2) (WS)

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

HIST 164 (D2) AFR 164 (D2) AMST 165 (D2)

Writing Skills Notes: 2- to 3-page summary of class reading assignment for that day; students invited to come in to discuss weekly reading summaries before or after submission, or both. An 8- to 10-page research paper due at end of term. Rough draft of research paper required, individual conferences held with each student on their rough draft prior to submission of final version of their research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

Not offered current academic year

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

Cross-listings: AMST 167 AFR 167 HIST 167

Secondary Cross-listing

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

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D2) (WS)

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

AMST 167 (D2) AFR 167 (D2) HIST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Gretchen Long

AMST 205 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

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

Distributions: (D2)

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

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

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

Not offered current academic year

AMST 208 (F) Time and Blackness

Cross-listings: REL 262 AMST 208 AFR 208

Secondary Cross-listing

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

AMST 209 (F) Introduction to Black, Brown, and Queer Theory (DPE)

Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

Requirements/Evaluation: attendance and class participation, two 4-page reflection papers, and a final creative project (TBD with instructor) or take-home exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.

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

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Eli Nelson

AMST 211 (F) Race and the Environment

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

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Not offered current academic year

AMST 213 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

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

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

AMST 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

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

Class Format: community-based field work

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

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

AMST 216 (F) Landscape, Place and Power

Cross-listings: ENVI 217 AMST 216

Secondary Cross-listing

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

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

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

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

Distributions: (D2)

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

ENVI 217 (D2) AMST 216 (D2)

Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

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

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AMST 220 (S) Introduction to African American Literature

Cross-listings: AFR 220 AMST 220 ENGL 220

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 25

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

Distributions: (D1)

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

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

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

Not offered current academic year

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

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors

affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

AMST 223 (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture (DPE)

"War is probably the single most powerful instrument of dietary change in human experience." --Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media, and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

Requirements/Evaluation: participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

Prerequisites: AMST 101

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Anthony Y. Kim

AMST 224 (S) U.S. Latinx Religions

Cross-listings: AMST 224 REL 224 LATS 224

Secondary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, questions of how one studies Latinx religions.

Class Format: discussion

Requirements/Evaluation: class participation, short writing exercises, a 5-page essay, and an 8-12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 224 (D2) REL 224 (D2) LATS 224 (D2)

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

Not offered current academic year

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

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

Distributions: (D2) (DPE)

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

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

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

Cross-listings: AMST 228 AFR 228 LATS 228 REL 223

Secondary Cross-listing

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

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

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

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

Distributions: (D2)

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

AMST 228 (D2) AFR 228 (D2) LATS 228 (D2) REL 223 (D2)

Attributes: LATS Core Electives

Not offered current academic year

AMST 229 (S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A.

Cross-listings: AMST 229 REL 229

Secondary Cross-listing

In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as *The Matrix* (1999), *The Passion of the Christ* (2004), *Jesus Christ Superstar* (1973), *The Shawshank Redemption* (1994), *The Omen* (1976), *Children of Men* (2006), and *The Book of Eli* (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 12

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

Distributions: (D2)

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

AMST 229 (D2) REL 229 (D2)

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

Not offered current academic year

AMST 230 (S) Contemporary American Fiction

Cross-listings: ENGL 229 AMST 230

Secondary Cross-listing

In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's *Giovanni's Room* American in the same way as Alice Munro's *Dear Life*? And is Michelle Tea's *Black Wave* fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1)

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

ENGL 229 (D1) AMST 230 (D1)

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

Not offered current academic year

AMST 231 (S) Approaches to Media Studies: Analyzing Mediated Difference

Cross-listings: LATS 231 AMST 231 WGSS 232

Secondary Cross-listing

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hands-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

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

Distributions: (D2)

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

LATS 231 (D2) AMST 231 (D2) WGSS 232 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

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

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

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

Distributions: (D2)

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

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

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

Cross-listings: AMST 237 AFR 237 REL 237

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

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

Distributions: (D2)

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

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

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AMST 238 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

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

Distributions: (D2)

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

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

AMST 239 (S) Asian/Pacific Islander/American Documentary Cinemas (DPE)

In *Asian America Through The Lens*, film scholar Jun Xing contends, "documentaries have been, and remain, the predominant genre of Asian American cinema" (1998). In this course, we will launch an investigation into this statement and examine a selection of A/P/A documentaries ranging from independent and experimental film, public access television, and digital and social media, 1960s--present. We will ask: (1) how did A/P/A documentary develop as a tradition and practice in relation to mainstream media industries?, (2) how has documentary been mobilized to critique, demystify, and/or disrupt dominant scripts like Orientalism, the Yellow Peril, and the Model Minority Myth?, and (3) how do documentary makers formally negotiate the generic impulse for the "real" and "authentic" against the burden of A/P/A representation? While neither chronological nor

all-encompassing in its capacity, we will do our best to situate the historical and material conditions that form and inform the works and contextualize their visual aesthetic practices and tactics of representation. We will also pay particular attention to untangling the intersectional and multidimensional categories of race/ethnicity, gender, sexuality, class, and ability that emerge from the sociohistorical processes of war, immigration, nationalism, colonialism and settler colonialism, state violence, and social movements. Finally, we will meet and engage with current artists, filmmakers, and organizers in order to gain insight into development, production, distribution, and reception.

Requirements/Evaluation: weekly reading responses, a midterm paper, final creative project and paper

Prerequisites: AMST 101/201 Intro to American Studies

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

AMST 240 (F) Latina/o Language Politics: Hybrid Voices

Cross-listings: COMP 210 AMST 240 LATS 240

Secondary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Requirements/Evaluation: participation, two essays, final take-home examination

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

COMP 210 (D2) AMST 240 (D2) LATS 240 (D2)

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

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

AMST 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how

does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

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

Distributions: (D2)

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

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

AMST 242 (S) Americans Abroad (DPE)

Cross-listings: AMST 242 COMP 242 ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

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

Distributions: (D1) (DPE)

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

AMST 242 (D2) COMP 242 (D1) ENGL 250 (D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

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

Not offered current academic year

AMST 243 (S) Asian/American and Black Literary and Cultural Thought

Cross-listings: AFR 243 AMST 243

Primary Cross-listing

One durable legacy of white settler colonialism has been to its divide-and-conquer management of minority populations--an amazingly effective strategy still widely practiced in a variety of forms today. While Asian Americans have been deemed "model minorities" in contrast to "unmodel" minorities--namely, African Americans--and racial minorities have been pitted against one another in the oppression Olympics and on the issue of affirmative action, there has, in fact, been a long history of political, literary, and cultural thought that have joined blacks and Asian/Asian Americans, from W.E.B. Du Bois to current ideas about digital possibilities (and constraints). In this course we will examine the theory, political writings, art, music and literature that sprang from and attended the early Marxist-Communist fight for universal brotherhood; movements against colonialism, capitalism, and the Vietnam War; Yellow Power and Black Power; and topics such as black and Asian diasporas, Afro-futurism, multiculturalism, "Afro-pessimism", racial melancholia, and digital futurities.

Requirements/Evaluation: one shorter paper (4-6 pages), midterm; final paper/project (10-12 pages), response papers and/or posts on GLOW; participation (class discussion and attendance)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors, sophomores

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 243 (D2) AMST 243 (D2)

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Dorothy J. Wang

AMST 244 (S) What They Saw in America

Cross-listings: AMST 244 SOC 244 HIST 366

Secondary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

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

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

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

Distributions: (D2)

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

AMST 244 (D2) SOC 244 (D2) HIST 366 (D2)

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

Not offered current academic year

AMST 245 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

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

Distributions: (D2) (DPE)

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

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

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

Cross-listings: LATS 246 AMST 246

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST majors

Expected Class Size: 15

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

Distributions: (D2)

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

LATS 246 (D2) AMST 246 (D2)

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

Not offered current academic year

AMST 247 (S) Race and Religion in the American West

Cross-listings: LATS 247 REL 247 AMST 247 ENVI 247

Secondary Cross-listing

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacrosapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

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

Unit Notes: Religion elective course; this course is part of the 2016-17 Climate Change Initiative

Distributions: (D2)

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

LATS 247 (D2) REL 247 (D2) AMST 247 (D2) ENVI 247 (D2)

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

Not offered current academic year

AMST 248 (F) Black Women in African American Literature and Culture

Cross-listings: AMST 248 WGSS 258 ENGL 248

Secondary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also

engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf*), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series *Insecure*.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D1)

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

AMST 248 (D1) WGSS 258 (D2) ENGL 248 (D1)

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

AMST 252 (S) Puerto Rico and its Diaspora

Cross-listings: AMST 252 LATS 252

Secondary Cross-listing

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria

caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

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

Distributions: (D2)

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

AMST 252 (D2) LATS 252 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives EXPE Experiential Education Courses LATS Core Electives

Not offered current academic year

AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 30

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

Distributions: (D2) (DPE)

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

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

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

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

AMST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)

Cross-listings: AMST 256 HIST 256 AFR 257

Primary Cross-listing

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

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Prerequisites: none

Enrollment Limit: 35

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

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

AMST 256 (D2) HIST 256 (D2) AFR 257 (D2)

Difference, Power, and Equity Notes: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

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

Not offered current academic year

AMST 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

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

Distributions: (D2) (WS)

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

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

AMST 264 (F) American Art and Architecture, 1600 to Present

Cross-listings: ARTH 264 AMST 264

Secondary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Expected Class Size: 60

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

Distributions: (D2)

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

ARTH 264 (D1) AMST 264 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Michael J. Lewis

AMST 265 (S) Pop Art (WS)

Cross-listings: AMST 265 ARTH 265

Secondary Cross-listing

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic

strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Requirements/Evaluation: one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art majors

Expected Class Size: 18

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

Distributions: (D2) (WS)

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

AMST 265 (D1) ARTH 265 (D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am C. Ondine Chavoya

AMST 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Cross-listings: ENGL 268 AMST 266 COMP 228 REL 266

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

ENGL 268 (D2) AMST 266 (D2) COMP 228 (D2) REL 266 (D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

AMST 272 (S) American Postmodern Fiction

Cross-listings: ENGL 272 AMST 272

Secondary Cross-listing

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life Of Oscar Wao*, and Whitehead's *The Underground Railroad*.

Requirements/Evaluation: three papers of increasing length and weight, contributions to class discussion

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

Enrollment Limit: 25

Enrollment Preferences: first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

Expected Class Size: 25

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

Distributions: (D2)

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

ENGL 272 (D1) AMST 272 (D2)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm John K. Limon

AMST 275 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

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

Distributions: (D2)

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

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

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

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

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

Distributions: (D2) (DPE) (WS)

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

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

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

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

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AMST 284 (S) Introduction to Asian American History (DPE)

Cross-listings: HIST 284 ASST 284 AMST 284

Secondary Cross-listing

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 25

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

Distributions: (D2) (DPE)

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

HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)

Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.

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

Not offered current academic year

AMST 300 (F) Tell Even Us: Writing Memory, Trauma, Self (DPE)

Cross-listings: ENGL 300 AMST 300 COMP 357

Primary Cross-listing

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera*:

The New Mestiza (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped*(Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

ENGL 300 (D2) AMST 300 (D2) COMP 357 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives

Not offered current academic year

AMST 301 (F) Theories and Methods in American Studies (Junior Seminar)

This course aims to provide a "how to" of American Studies from an integrative, multiracial, and socio-cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how cultures work, the Junior Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields, and in the process gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity and Diaspora; Arts in Context; and Critical and Cultural Theory). The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will thus, for instance, develop rhetorical analyses, gather ethnographic data, and "read" assorted spaces and buildings, as the class explores such problems or topics as national narratives, ethnoracial formations, the American prison system, and the circulation of commodities.

Class Format: discussion

Requirements/Evaluation: class participation and a wide variety of student assignments, ranging from postings to the class Glow site, to short, analytical essays (5 pp.), to field work exercises, to in class presentations

Prerequisites: AMST 101/201 Intro to American Studies, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: juniors majoring in American Studies

Expected Class Size: 12

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

Unit Notes: required of junior majors

Distributions: (D2)

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Cassandra J. Cleghorn

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

Cross-listings: ENVI 302 AMST 302

Secondary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

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

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D2)

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

ENVI 302 (D2) AMST 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

LAB Section: 02 Cancelled

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

SEM Section: 04 TR 11:20 am - 12:35 pm Henry W. Art

LAB Section: 05 T 1:00 pm - 4:00 pm Henry W. Art

AMST 307 (F) Experimental African American Poetry

Cross-listings: AFR 301 AMST 307 ENGL 327

Primary Cross-listing

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

Requirements/Evaluation: two papers (6-8 pages and 8-10 pages), short response papers, oral presentation, and class participation

Prerequisites: none, though at least one previous literature course preferred

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 301 (D2) AMST 307 (D2) ENGL 327 (D1)

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

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Dorothy J. Wang

AMST 308 (F) Thinking Diaspora: The Black Atlantic and Beyond

Cross-listings: ENGL 309 AMST 308 WGSS 308 COMP 300

Secondary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

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

Enrollment Limit: 25

Expected Class Size: 20

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

Distributions: (D1)

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

ENGL 309 (D1) AMST 308 (D1) WGSS 308 (D2) COMP 300 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

AMST 309 (F) Womanist/Black Feminist Thought

Cross-listings: REL 310 AFR 310 WGSS 310 AMST 309

Secondary Cross-listing

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: discussion

Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2)

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

REL 310 (D2) AFR 310 (D2) WGSS 310 (D2) AMST 309 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AMST 312 (S) Chicago

Cross-listings: AMST 312 ENVI 313 LATS 312

Secondary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind of room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 312 (D2) ENVI 313 (D2) LATS 312 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

AMST 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: LATS 313 AMST 313 AFR 326 WGSS 313

Secondary Cross-listing

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

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

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

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

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

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

AMST 314 (F) Groovin' the Written Word: The Role of Music in African American Literature

Cross-listings: ENGL 314 COMP 321 AFR 314 AMST 314

Secondary Cross-listing

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

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

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

Distributions: (D2)

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

ENGL 314 (D1) COMP 321 (D2) AFR 314 (D2) AMST 314 (D2)

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

Not offered current academic year

AMST 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 AMST 315 STS 315 SCST 315

Secondary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

AFR 315 (D2) AMST 315 (D2) STS 315 (D2) SCST 315 (D2)

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

Not offered current academic year

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

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

Secondary Cross-listing

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

Class Format: discussion

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

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

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

Distributions: (D2)

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

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

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

Not offered current academic year

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

Cross-listings: COMP 328 AMST 318 ENVI 318 LATS 318 REL 318

Secondary Cross-listing

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific

places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

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

Distributions: (D2)

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

COMP 328 (D1) AMST 318 (D2) ENVI 318 (D2) LATS 318 (D2) REL 318 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

AMST 322 (S) Race, Culture, Incarceration

Cross-listings: AFR 322 INTR 322 AMST 322 PSCI 313

Secondary Cross-listing

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

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distributions: (D2)

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

AFR 322 (D2) INTR 322 (D2) AMST 322 (D2) PSCI 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

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

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

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

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

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

Distributions: (D2)

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

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

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

Spring 2020

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

AMST 324 (S) Indigenous Women's History (DPE) (WS)

Cross-listings: AMST 324 HIST 362 WGSS 324

Primary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

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

Distributions: (D2) (DPE) (WS)

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

AMST 324 (D2) HIST 362 (D2) WGSS 324 (D2)

Writing Skills Notes: With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

AMST 327 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the

result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AMST 328 (F) American Social Dramas

Cross-listings: AMST 328 SOC 328 COMP 325 THEA 328

Secondary Cross-listing

As Shakespeare wrote memorably in *As You Like It*, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

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

AMST 328 (D2) SOC 328 (D2) COMP 325 (D1) THEA 328 (D2)

Not offered current academic year

AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

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

Distributions: (D2)

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

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

AMST 334 (F) Sexual Economies (DPE)

Cross-listings: WGSS 301 AMST 334 ANTH 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

WGSS 301 (D2) AMST 334 (D2) ANTH 301 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Not offered current academic year

AMST 335 (S) Uncovering Williams

Cross-listings: ARTH 335 AMST 335

Primary Cross-listing

Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

Prerequisites: sophomore standing or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

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

Distributions: (D2)

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

ARTH 335 (D1) AMST 335 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

AMST 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

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

Spring 2020

SEM Section: 01 Cancelled

AMST 338 (S) Literature of the American Renaissance

Cross-listings: COMP 337 ENGL 338 AMST 338

Secondary Cross-listing

The 1840s and '50s have often been described as "the American Renaissance" because of the breathtaking explosion of literary achievements in that period, which included *Walden*; *Moby-Dick*; *The Scarlet Letter*; *The Narrative of the Life of Frederick Douglass*; and *Uncle Tom's Cabin*, to say nothing of the short stories of Poe and the groundbreaking poetry of Walt Whitman and Emily Dickinson. For the first time, American writers were broadly the equal or more of their European counterparts. We will explore the distinctive character of this achievement, paying close attention to the widespread belief in the transformational power of language, and the opportunities it offered to refigure both personal and political identity in a time when the American experiment often seemed on the brink of collapse.

Class Format: discussion

Requirements/Evaluation: in addition to active class participation, students will be required to submit two comparative essays (of 8 and 12 pages), and to complete a 24-hour take home final

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

Enrollment Limit: 25

Enrollment Preferences: English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 25

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

Materials/Lab Fee: course books

Distributions: (D2)

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

COMP 337 (D1) ENGL 338 (D1) AMST 338 (D2)

Attributes: AMST Arts in Context Electives ENGL 1700-1900 Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

AMST 339 (S) Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality (WS)

Cross-listings: LATS 338 AMST 339 WGSS 338

Secondary Cross-listing

In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and

identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

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

Distributions: (D2) (WS)

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

LATS 338 (D2) AMST 339 (D2) WGSS 338 (D2)

Writing Skills Notes: Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage in writing in planned stages with consistent feedback.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

AMST 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

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

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 341 (S) American Genders, American Sexualities

Cross-listings: AMST 341 WGSS 342 ENGL 341

Secondary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods--roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21-century--we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

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

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

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

Distributions: (D1)

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

AMST 341 (D2) WGSS 342 (D2) ENGL 341 (D1)

Attributes: AMST Arts in Context Electives AMST Critical and Cultural Theory Electives ENGL post-1900 Courses ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

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

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

Secondary Cross-listing

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

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

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

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

Distributions: (D2)

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

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

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

Spring 2020

TUT Section: T1 Cancelled

AMST 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Secondary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 8

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

Distributions: (D2) (DPE)

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

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019

SEM Section: 01 Cancelled

AMST 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: AMST 346 LATS 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

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

Distributions: (D2)

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

AMST 346 (D2) LATS 346 (D2)

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

Not offered current academic year

AMST 347 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Secondary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

AMST 348 (F) Graphic Narratives as Democratic Ideals

Cross-listings: LATS 348 AMST 348 COMP 348

Secondary Cross-listing

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

Class Format: workshop

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

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

Distributions: (D2)

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

LATS 348 (D2) AMST 348 (D2) COMP 348 (D1)

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

Not offered current academic year

AMST 349 (S) Sexuality and US Literatures of the 19th Century

Cross-listings: WGSS 329 AMST 349 ENGL 329

Secondary Cross-listing

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity" through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ENGL, WGSS, and AMST majors

Expected Class Size: 19

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

Distributions: (D1)

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

WGSS 329 (D1) AMST 349 (D1) ENGL 329 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

AMST 350 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black

masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

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

Distributions: (D2) (DPE)

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

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AMST 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Primary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 13

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

Distributions: (D2) (DPE)

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

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can

grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

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

Spring 2020

SEM Section: 01 Cancelled

AMST 355 (F) Creating Whiteness: Racial Taxonomies in 'American' Art, 1650-1900

Cross-listings: AMST 355 ARTH 515

Secondary Cross-listing

"What is race?" "How is a race created?" "What are the racial histories and subsequent political implications of 'American' art?" These are the central questions of our exploration. Drawing on two centuries of making in the Americas--from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day--this object-based seminar for graduate students (and undergraduates with instructor's approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family's images of George Washington and Thomas Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

Requirements/Evaluation: research paper, presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

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

Distributions: (D1)

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

AMST 355 (D1) ARTH 515 (D1)

Not offered current academic year

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

Cross-listings: AFR 351 AMST 359 ENGL 357

Primary Cross-listing

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation: attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

Prerequisites: previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

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

Distributions: (D2)

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

AFR 351 (D2) AMST 359 (D2) ENGL 357 (D2)

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

Not offered current academic year

AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 HIST 361

Secondary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

AMST 364 (F) History of the Old South

Cross-listings: AMST 364 HIST 364 AFR 364

Secondary Cross-listing

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion

Requirements/Evaluation: class participation, two papers of moderate length, and a comprehensive final examination

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

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

AMST 364 (D2) HIST 364 (D2) AFR 364 (D2)

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

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Charles B. Dew

AMST 365 (S) History of the New South

Cross-listings: HIST 365 AFR 365 AMST 365

Secondary Cross-listing

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

Class Format: discussion

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

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

Enrollment Limit: 25

Expected Class Size: 25

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

Distributions: (D2)

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

HIST 365 (D2) AFR 365 (D2) AMST 365 (D2)

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

Not offered current academic year

AMST 371 (F) Oral History: Theory, Methods and Practice

Cross-listings: AMST 371 HIST 371

Secondary Cross-listing

Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. This class introduces methods for conducting oral history interviews and provides an opportunity to record interviews and use them in a public project. This semester we will use oral history interviews and other sources to explore the lived experience of LGBTQ individuals in the United States. The class combined history, theory, and practice, giving you the chance to conduct and interpret oral history interviews.

Class Format: community-based field work

Requirements/Evaluation: two recorded and transcribed oral history interviews; three three-pages papers; one final project (e.g., audio essay or multi-media presentation)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors or seniors

Expected Class Size: 10

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

Distributions: (D2)

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

AMST 371 (D2) HIST 371 (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Annie Valk

AMST 376 (F) Landscapes in American Literature

Cross-listings: AMST 376 ENGL 376 STS 377

Secondary Cross-listing

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

Requirements/Evaluation: discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 12

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

Distributions: (D2)

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

AMST 376 (D1) ENGL 376 (D1) STS 377 (D2)

Attributes: ENGL Criticism Courses

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

AMST 379 (F) American Pragmatism

Cross-listings: AMST 379 PHIL 379

Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

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

Distributions: (D2)

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

AMST 379 (D2) PHIL 379 (D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

AMST 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: AFR 380 AMST 380 ENGL 381 SCST 380 WGSS 380 STS 380

Secondary Cross-listing

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

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

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

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 380 (D2) AMST 380 (D2) ENGL 381 (D2) SCST 380 (D2) WGSS 380 (D2) STS 380 (D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Secondary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

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

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Scott Wong

AMST 382 (S) Transnational Asian/American Film and Video

Cross-listings: COMP 382 AMST 382

Primary Cross-listing

In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

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

Distributions: (D2)

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

COMP 382 (D2) AMST 382 (D2)

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

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Anthony Y. Kim

AMST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture,

the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

AMST 397 (F) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Cassandra J. Cleghorn

AMST 398 (S) Independent Study: American Studies

American Studies independent study

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

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Cassandra J. Cleghorn

AMST 403 (S) New Asian American, African American, Native American, and Latina/o Writing

Cross-listings: AMST 403 AFR 333 LATS 403

Primary Cross-listing

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it

be divorced from history and politics, even, or especially, a radical politics.

Requirements/Evaluation: one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

Prerequisites: none but those with some previous experience with literature and/or literary analysis might be helpful

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 403 (D2) AFR 333 (D2) LATS 403 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars LATS Comparative Race + Ethnic Studies Electives

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Dorothy J. Wang

AMST 405 (S) Critical Indigenous Theory (DPE)

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

Requirements/Evaluation: attendance and participation, one discussion prospectus, and a 20-page research paper

Prerequisites: junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Not offered current academic year

AMST 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People

Cross-listings: AMST 408 LATS 408

Secondary Cross-listing

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This

course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Requirements/Evaluation: class participation, a short essay, a series of writing exercises, and a semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 408 (D2) LATS 408 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS 400-level Seminars

Not offered current academic year

AMST 410 (F) Black Literary and Cultural Theories

Cross-listings: ENGL 410 AFR 410 AFR 354 COMP 410 AMST 410

Primary Cross-listing

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar

Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 410 (D2) AFR 410 (D2) AFR 354 (D2) COMP 410 (D1) AMST 410 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

AMST 411 (F) Transnationalism and Difference: Comparative Perspectives

Cross-listings: LATS 409 AMST 411 WGSS 409

Secondary Cross-listing

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and

communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Requirements/Evaluation: student participation, an original 12-15 page research paper conducted in stages, and peer editing

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 409 (D2) AMST 411 (D2) WGSS 409 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

AMST 440 (S) Racial Capitalism (DPE)

Cross-listings: AMST 440 AFR 342

Primary Cross-listing

This class will interrogate the ways in which capitalist economies have "always and everywhere" relied upon forms of racist domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in which the violent expropriation of land from the indigenous peoples of the Americas, paired with chattel slavery and other coercive forms of labor, made possible the rise of a capitalist world economy centered in Europe during the early modern period. We will then explore ways racial divisions have undermined the potential for unified movements of poor and working people to challenge the prerogatives of wealthy citizens, and served to excuse imperial violence waged in the name of securing resources and "opening markets". Ideas about gender and sexuality always undergird racial imaginaries, so we will study, for instance, the ways rhetoric about "welfare queens" has impacted public assistance programs, and claims about the embodiment of Asian women play into the international division of labor. We will also be attentive to the means - from interracial unionism to national liberation struggles - by which subjects of racial capitalism have resisted its dehumanizing effects. This is a reading intensive course that will challenge students to synthesize historical knowledge with concepts drawn from scholars working in the traditions of Marxist, decolonial, and materialist feminist thought, including: Angela Davis, Cedric Robinson, Anibal Quijano, Chandra Mohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici

Class Format: seminar

Requirements/Evaluation: attendance and participation; a written mid-term exam; one in-class presentation; research paper proposal; 12-16 page research paper

Prerequisites: previous course work in race and ethnicity, critical studies in neoliberalism or political economy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 440 (D2) AFR 342 (D2)

Difference, Power, and Equity Notes: Provides analysis of the creation of racial categories as means of legitimizing land theft and forced labor, which created the financial and political basis of the modern market economy. Assignments require students to develop new educational materials (courses, museum exhibits) to challenge the knowledge/power complex that insists racial ascription and violence are incidental to capitalism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives

Not offered current academic year

AMST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: AMST 455 HIST 455

Secondary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Christine DeLucia

AMST 456 (F) Civil War and Reconstruction

Cross-listings: AMST 456 HIST 456 AFR 385

Secondary Cross-listing

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements/Evaluation: class participation and a substantial research paper based at least in part on primary source materials

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 456 (D2) HIST 456 (D2) AFR 385 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

AMST 462 (F) Art of California: Pacific Standard Time

Cross-listings: ARTH 562 ARTH 462 LATS 462 AMST 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

Prerequisites: ARTH 102

Enrollment Limit: 15

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 562 (D1) ARTH 462 (D1) LATS 462 (D2) AMST 462 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Secondary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

AMST 478 (S) Cold War Landscapes

Cross-listings: HIST 478 AMST 478 ENVI 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 478 (D2) AMST 478 (D2) ENVI 478 (D2)

Attributes: AMST Space and Place Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Karen R. Merrill

AMST 490 (S) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of

how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

AMST 491 (F) Senior Honors Project: American Studies

American Studies honors project.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Cassandra J. Cleghorn

AMST 492 (S) Senior Honors Project: American Studies

American Studies honors project.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Cassandra J. Cleghorn

Winter Study -----

AMST 11 (W) North Adams: Past, Present and Future

Cross-listings: AMST 11 HIST 10

Secondary Cross-listing

This class focuses on North Adams--the challenges, resources and assets of Massachusetts's smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city's future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports faculty and students interested in public humanities projects. She has worked at Williams since 2014.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: \$25

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Cancelled Annie Valk

AMST 12 (W) Podcasting: Writing and Producing for the Ear

Anyone can make a podcast. But is it a podcast worth listening to? Or is it just another hot take recorded poorly in a closet? This hands-on course, taught by former National Public Radio correspondent Elizabeth Arnold, will introduce you to the art of writing and producing audio through the creation of your own podcast. Audio is compelling because of the power of sound to tell a story, the expressiveness of the human voice and the intimacy of the medium. Classes will cover the basics: from how to write for the ear to multi-track mixing. Students will learn to record, edit and critique their own short audio stories and develop the first episode of a podcast for broadcast. The in-class portion of the course will focus on interviewing and production skills, along with critiques of outside-of-class audio assignments. Assignments will include listening to a range of audio stories and podcasts. With student consent, final projects may be submitted for broadcast. Adjunct Instructor Bio: Elizabeth Arnold is a former National Public Radio (NPR) White House and Congressional correspondent. For more than twenty years, she covered politics and the environment in the U.S. China and Russia. She currently teaches journalism at the University of Alaska and reports on climate change in the Arctic.

Requirements/Evaluation: grade will be based on both weekly audio story assignments and a final project which is the first episode of a podcast, suitable for broadcast; the final project must also include a storyboard and outline of content for the continuation of the series

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if necessary, preference will be given based on expressed interest in the course

Grading: pass/fail only

Winter 2020

LEC Section: 01 MWR 10:00 am - 11:50 am Elizabeth Arnold

AMST 14 (W) Race, Education, and Pop Culture

Cross-listings: AMST 14 SPEC 14

Primary Cross-listing

This course will explore the educational experience of Black students as portrayed in popular culture and compare that to the K-12 and higher education literature that documents and examines the lived experiences of Black students. How accurately do we see the experience of Black students represented in popular culture? What choices or biases might be reflected in these depictions? What might the consumption of these media have on the ways in which people build narratives around the experiences of Black students throughout the American educational system? Potential topics include the experience of students at historically Black colleges and universities (*A Different World, School Daze, The Quad*), experiences in gifted and talented education (*Smart Guy, Akeelah and the Bee, Finding Forrester*), experiences at predominately White institutions (*Higher Learning, Grown-ish, Dear White People*), experiences as student-athletes (*Love and Basketball, Coach Carter*), and experiences in public and public charter schools (*Lean on Mean, The Steve Harvey Show, Dangerous Minds, On My Block, Boston Public, Waiting for Superman, The Lottery*). Students will be expected to choose some popular culture medium and explore how it connects to the literature in a final paper of 10 -12 pages and contribute actively to classroom discussions. Adjunct Instructor Bio: Christopher Sewell is an Associate Dean of the College at Williams College in Williamstown, Massachusetts. His scholarship focuses on studying the experiences of gifted students of color, how schooling and policies around gifted and talented education affect students of color long-term experiences, the ways in which LGBTQ+ gifted students negotiate their academic, racial and sexual identities, and the experiences of Black students at Predominantly White Institutions.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference given to first-years and seniors

Grading: pass/fail only

Materials/Lab Fee: \$25

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 14 SPEC 14

Winter 2020

LEC Section: 01 TR 1:00 pm - 3:50 pm Christopher Sewell

AMST 15 (W) Contemporary American Songwriting

Cross-listings: MUS 15 AMST 15

Secondary Cross-listing

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio:

Singer/Songwriter Bernice Lewis has been teaching her Winter Study Course on performing and songwriting since 1995. She is also a published poet, a producer, and a sought after coach. She holds an M.Ed from the University of Massachusetts in Amherst.

Requirements/Evaluation: final performance and a 2- to 3-page paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 15 AMST 15

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Bernice Lewis

AMST 30 (W) Senior Honors: American Studies

To be taken by students registered for American Studies 491 or 492.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Cassandra J. Cleghorn

AMST 99 (W) Independent Study: American Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a

faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Cassandra J. Cleghorn

ANTHROPOLOGY AND SOCIOLOGY (Div II)

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave 2019-2020
- David B. Edwards, James N. Lambert '39 Professor of Anthropology; on leave Fall 2019
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- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
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- Peter Just, Professor of Anthropology
- Joel Lee, Assistant Professor of Anthropology; on leave Fall 2019
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Christopher W. Marcisz, Visiting Lecturer in Anthropology
- Gregory C. Mitchell, Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave 2019-2020
- Grant Shoffstall, Visiting Assistant Professor of Sociology
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: EVST Methods Courses EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ben Snyder

ANSO 305 (F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation-states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.

Requirements/Evaluation: full participation in the seminar, regular reading response memos, and three papers

Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: AMST Critical and Cultural Theory Electives

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Christina E. Simko

ANSO 402 (S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation; weekly short responses

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Christina E. Simko

Winter Study -----

ANSO 11 (W) Introduction to Indian Cuisine

India is a diverse country. The ingredients and dishes cooked in the Northern part of India vary immensely from those cooked in the South and coastal regions. This course will begin with an introduction into the origin and use of spices in Indian cooking and then go into a hands-on demonstration of some popular dishes from the above regions of India. The focus will be to learn to cook healthy vegetarian food, but we will also be making the popular chicken tikka masala. The class will meet for 6 hours each week (January 7, 8, 14, 15, 28, and 29, plus compulsory field trip). There will be assigned readings and a compulsory 3-day trip to New York (January 20-22) where we visit restaurants and spice markets in the boroughs of Manhattan and Queens to further your understanding of the diversity within the Indian cuisine. The trip will feature cooking demonstrations at various restaurants, including one with the chef from the Pierre. The course will require students to create a food blog, post photographs, and make a number of blog entries about the Indian cuisine. Final evaluation will be based on a cooking project as well as the quality of blog entries. Adjunct Instructor Bio: Ramaa Reddy Raghavan is a freelance broadcast and print journalist who is passionate about food and travel. She is a graduate of the Columbia School of Journalism. Her work has been published in Huffington Post, NBC, WHYY, BBC, NPR, and PRI's The World.

Requirements/Evaluation: final project or presentation and blog entries

Prerequisites: interest in food and cooking

Enrollment Limit: 8

Enrollment Preferences: students will be selected on a written 350 word piece as to why they want to be in the class

Grading: pass/fail only

Materials/Lab Fee: \$420

Winter 2020

LEC Section: 01 TW 1:00 pm - 3:30 pm Ramaa Reddy Raghavan

ANSO 15 (W) An Introduction to Spatial Science and GIS

Cross-listings: SPEC 15 ANSO 15

Primary Cross-listing

Space and place are so ubiquitous in our lived experience that we often fail to take their significance into account when directing and designing scientific research. How do spatial relations (presence/absence, proximity, preference/avoidance) shape natural and cultural phenomena? How do space and place reflect cultural perceptions and practices? How are landscapes and environments engineered to shape individual and social behavior? This intensive course explores the fundamentals of spatial theory and methods, with an emphasis on technical skill, data evaluation, and research design. Through readings, lectures, discussions, and exercises you will be encouraged to think spatially and to apply spatial thinking to your areas of interest. Priority for enrolling in this course will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis. Students who have not taken GEOS 214 have enrollment preference in this course; this course is not a prerequisite for GEOS 214 and students who take this course may also take GEOS 214.

Requirements/Evaluation: combination of class participation, short essays on assigned readings, successful completion of class exercises, and a 10-page research design paper

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Priority will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis; students who have not taken GEOS 214 have preference in this course; this is not a prerequisite for GEOS 214

Grading: pass/fail only

Materials/Lab Fee: approximately \$70 for books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 15 ANSO 15

Winter 2020

LEC Section: 01 Cancelled

ANSO 16 (W) Jacques Ellul's *The Technological Society*

The work of the late French historian and sociologist Jacques Ellul (1912-1994) suffers from nothing less than a tragic paradox. On the one side, there is arguably no one whose sociohistorical analyses have done more to explicate the relationship between technology and the most pressing issues of our day. On the other side, despite the profundity and contemporary relevance of Ellul's work, it has been widely misinterpreted, dismissed as both "pessimistic" and "technologically deterministic." This course invites students to carry out a close reading of Ellul's most (in)famous study--*The Technological Society* (1964). We will situate this text relative to the circumstances in which Ellul lived and worked, and in relation to his two principle influences: Karl Marx and Søren Kierkegaard. Together, we will then work our way through the text's key themes: Ellul's distinction between technology and *technique* and the latter's distinctly modern characteristics; technique and economy; technique and the state; and finally, human techniques (e.g. therapy, medicine, management, education, propaganda, sport). In the course of proceeding as such, students will be asked to consider, critique, and elaborate Ellul's ideas in light of contemporary technological developments.

Requirements/Evaluation: several short papers and class presentations

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a brief statement of interest

Grading: pass/fail only

Materials/Lab Fee: approximately \$14 for books

Winter 2020

LEC Section: 01 TW 10:00 am - 12:50 pm Grant Shoffstall

ANSO 99 (W) Independent Study: Anthropology & Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA James L. Nolan

ANTHROPOLOGY AND SOCIOLOGY (Div II)

ANTHROPOLOGY

Chair: Professor James Nolan

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- Christina E. Simko, Assistant Professor of Sociology
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and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

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Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

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Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

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Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until AFTER they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANTH 101 (F)(S) How to Be Human (DPE)

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

Class Format: discussion of case studies and ethnographic films

Requirements/Evaluation: two short essays, a final examination and class participation

Prerequisites: first-year students and sophomores

Enrollment Limit: 30

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Peter Just

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel Lee

ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

ANTH 138 (S) Spectacular Sex

Cross-listings: WGSS 138 ANTH 138

Secondary Cross-listing

From Beyoncé's Super Bowl halftime show to Donald Trump's presidential campaign, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Not offered current academic year

ANTH 210 (S) The Challenge of ISIS

Cross-listings: HIST 210 ANTH 210 GBST 210 ARAB 210 REL 240

Primary Cross-listing

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

ANTH 212 (F) Foundations of China

Cross-listings: ANTH 212 REL 218 HIST 214 GBST 212 CHIN 214

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 212 (D1) REL 218 (D1) HIST 214 (D1) GBST 212 (D2) CHIN 214 (D1)

Attributes: HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

ANTH 214 (F) The Rise and Fall of Civilizations

Cross-listings: ANTH 214 ENVI 224

Primary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: class discussion

Requirements/Evaluation: midterm, final exam, paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 214 (D2) ENVI 224 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ANTH 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

ANTH 216 (S) Urbanism in the Ancient World

Cross-listings: GBST 216 ANTH 216

Primary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores; or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216 (D2) ANTH 216 (D2)

Attributes: GBST Urbanizing World Electives

Not offered current academic year

ANTH 222 (F) Heroes, Saints and Celebrity

Cross-listings: ANTH 222 REL 273

Primary Cross-listing

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 222 (D2) REL 273 (D2)

Not offered current academic year

ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)

Cross-listings: ANTH 223 CHIN 223

Secondary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

Class Format: discussion

Requirements/Evaluation: class attendance, active in-class participation, presentations, two short (5-page) response papers, one 24-hr take-home mid-term, and one final paper (10-12 pages)

Prerequisites: none, open to all students; no knowledge of Chinese language required

Enrollment Limit: 20

Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: books and reading packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Attributes: ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

ANTH 224 (S) Culture and Morality

Cross-listings: REL 225 ANTH 224

Primary Cross-listing

Moral judgments differ across cultures, within cultures, and across time. How do we account for this variation, and what does it tell us about human nature and the nature of moral reasoning? This course examines practical and theoretical orientations for the descriptive study of morality. We will read about and analyze moral life in a range of cultural and historical settings, from Africa and Oceania to North America and the Upper Amazon. As an object of academic inquiry, morality has historically been resistant to classification under any one discipline, recognized at various times to be the exclusive province of philosophy, psychology, religion, and so on; so we will draw on works from across a range of fields in order to better understand morality and its relationship with other significant dimensions of human social life (political economy, religion, gender, etc.). Specific topics will include:

the relationship between morality and freedom; the apparent intractability of moral disagreements; the role of intuition and emotion in moral reasoning; and the influence of power and hierarchy on moral judgment.

Requirements/Evaluation: a midterm project and a final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ANSO students

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 225 (D2) ANTH 224 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

ANTH 225 (S) Fact/Fiction/Film

This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non-Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?

Class Format: team-taught, through a mixture of lectures and discussions

Requirements/Evaluation: regular attendance at film screenings and active class participation, a 5-page paper on an assigned topic, a 12- to 15-page final paper, and a self-scheduled take-home final

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Anthropology/Sociology majors, then to sophomores, and finally to first-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 Cancelled

ANTH 226 (F) Spiritual But Not Religious

Cross-listings: ANTH 226 REL 226

Secondary Cross-listing

Today, more than one in five people in the United States identify as "none" when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of "spirituality" is more pervasive than ever in popular discourse. Increasingly Americans claim that they are "spiritual but not religious" or that they prefer "individual religion" over "organized religion." This course seeks to understand and investigate this phenomenon. What is the lived experience of being "spiritual but not religious"? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research

question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 226 (D2) REL 226 (D2)

Not offered current academic year

ANTH 227 (F) Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227 ARAB 227

Secondary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 227 (D2) ARAB 227 (D1)

Attributes: Linguistics

Not offered current academic year

ANTH 228 (F) Jihad

Most studies of the global jihad movement focus on ideology, operations, and strategy. Numerous studies have also focused on the individual psychology of those who join jihad groups. Often ignored are the cultural dimensions of Islamic jihad. This course examines both the "global" culture of jihad--those cultural elements of the movement that are common across national and linguistic borders--and the particular ways in which jihadi groups reflect and respond to the local cultures in which they operate. Among the topics to be considered are the ways in which jihad adherents use ritual, poetry, graphic imagery, dress and grooming codes, music, film, social media, dream interpretation, and mythology to fix their place in the world and advance their political and social agendas. The course will also examine the role of violence in creating a distinctive and exclusionary social milieu within jihad groups and in defining the relationship between these groups and the societies that surround and, in some cases, support them. Of particular interest for the course will be the ways in which cultural elements of jihadi groups and the jihadi "lifestyle" are mobilized to attract new recruits to the jihadi movement.

Requirements/Evaluation: class participation, four short and informal blog posts (1-page each), two longer response papers (2- to 3-pages each), one research paper (12- to 15-pages)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors and students who have taken one or more Anthropology or Sociology courses

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 Cancelled

ANTH 232 (F)(S) Town and Gown: Investigating the Relationship of College and Community

Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and provide comparative material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of their own devising, which will culminate in an investigative report and a public presentation.

Requirements/Evaluation: class participation, research exercises, major ethnographic research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 Cancelled

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm David B. Edwards, Christopher Marcisz

ANTH 233 (S) Spiritual Crossroads: Religious Life in Southeast Asia

Cross-listings: ASST 233 REL 253 ANTH 233

Primary Cross-listing

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 233 (D2) REL 253 (D2) ANTH 233 (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Not offered current academic year

ANTH 235 (F) Refugees and Migrants

An overflow of refugees to the EU and alarmist electoral campaign rhetoric in the U.S. have intensified the issue of international migration around the world. Right- and left-wing politicians and their constituents, human rights activists and state officials, journalists and NGOs discuss, argue, and mull over causes and consequences of population change, strategies of migration management, and predicaments of social integration. In this course, we will examine the emerging conditions of international migration. Specifically, we will focus on how contemporary welfare and labor regimes, claims on citizenship rights, immigration rules, public deliberations, and interethnic and racial experience shape the movements of people and affect their lives by controlling their bodies, subjectivities, social networks, health, and labor. We will draw on domestic and international case studies as we examine a controversy surrounding the Arizona immigration law, DACA debates, challenges of a migration crisis in EU, rural-to-urban migration in India, and a complexity of refugee flows in the Caucasus and the Middle East. We will briefly engage with the subtleties of migration estimation, such as the politics of population censuses, and will analyze consequences of immigration on host populations.

Requirements/Evaluation: one midterm, two short policy memos, one research paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ANTH 240 (S) Work as a Cultural System (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

ANTH 242 (S) The Country and the City in the Classical World

Cross-listings: CLAS 242 ENVI 242 ANTH 242

Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 242 (D1) ENVI 242 (D1) ANTH 242 (D1)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole G. Brown

ANTH 243 (F) Reimagining Rivers

Cross-listings: ANTH 243 ENVI 243

Secondary Cross-listing

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Combining approaches from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, legal texts, and more.

Requirements/Evaluation: three 5- to 7-page papers and several short response papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 243 (D2) ENVI 243 (D2)

Not offered current academic year

ANTH 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ANTH 255 (S) Buddhism: Ideas and Practices

Cross-listings: ANTH 255 REL 255 ASST 255

Secondary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 255 (D2) REL 255 (D2) ASST 255 (D2)

Attributes: GBST South + Southeast Asia Studies Electives PHIL Related Courses

Not offered current academic year

ANTH 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)

Cross-listings: ANTH 256 REL 256 ASST 256 WGSS 256

Secondary Cross-listing

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen in Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 256 (D2) REL 256 (D2) ASST 256 (D2) WGSS 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Attributes: GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ANTH 262 (S) Language and Power

"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical

contexts, from witchcraft accusations in rural France to American presidential elections. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in the Williams or Berkshire County community.

Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Joel Lee

ANTH 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Primary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ANTH 281 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit

Cross-listings: REL 280 ARTH 281 ANTH 281

Primary Cross-listing

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANTH, SOC and ARTH majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 280 (D2) ARTH 281 (D2) ANTH 281 (D2)

Not offered current academic year

ANTH 287 (S) Propaganda

We live in the age of mass persuasion. From commercial ads to political campaigns, from mass media "news"-both fake and real-to large scale movements for social change, we are constantly bombarded by powerful messages that aim to capture, hold, and impact our attention and direct our actions. Drawing on symbolic socio-linguistic analysis, we will examine the institutional and technical apparatus of modern propaganda and will discuss the role of intellectuals, "attention merchants," and receptive audiences in creating the propaganda machine. We will pay special attention to campaigns that aim to overthrow social structures, or to ensure their maintenance and functioning. We will engage with explicit messages received via propagandistic media and implicit directives that aim to silence, obfuscate, and erase. Theoretical discussions will be complemented with intense, in-depth investigations of case studies of persuasive techniques in the Nazi Ministry of Propaganda, Cold war culture wars, Middle Eastern and Post-Soviet regimes, U.S. and Russian electoral and political campaigns. As we explore the overwhelming diversity of persuasive techniques of contemporary propaganda apparatus, we will turn our attention to various ways through which it impacts and molds our individual selves: from organizing dreams and desires to shaping autobiographies. We will conclude the course by creating our own examples of persuasive mass communication.

Requirements/Evaluation: one midterm, one group research project, three short papers

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ANTH 297 (F) Theorizing Magic

Cross-listings: COMP 289 ANTH 297 REL 297

Secondary Cross-listing

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem-figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's *Occult Philosophy*, Giordano Bruno's *On Magic*, Aleister Crowley's *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, "Science as Vocation," Tanya Luhmann, *Persuasions of the Witches' Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, "The Demise of the Demarcation Problem," E.E. Evans-Pritchard, *Witchcraft and Oracles*, and *Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: potential Religion or Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 289 (D2) ANTH 297 (D2) REL 297 (D2)

Not offered current academic year

ANTH 299 (S) The Body in Power

Cross-listings: ANTH 299 REL 274

Primary Cross-listing

The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

Requirements/Evaluation: class participation, three short response papers, and one 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 299 (D2) REL 274 (D2)

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm David B. Edwards

ANTH 301 (F) Sexual Economies (DPE)

Cross-listings: WGSS 301 AMST 334 ANTH 301

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 301 (D2) AMST 334 (D2) ANTH 301 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Not offered current academic year

ANTH 322 (F) Trash

Cross-listings: GBST 322 ANTH 322 ENVI 322

Primary Cross-listing

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322 (D2) ANTH 322 (D2) ENVI 322 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)

Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class, we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of phenomena that pertain to democracy--for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our focus on citizenship (broadly defined)--i.e., a recognized right to be different while being accepted as a part of a national community--will bring to light complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of democratic regimes to govern their varied populations.

Requirements/Evaluation: one long research paper, three book reports, and seminar discussions

Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor

Enrollment Limit: none

Enrollment Preferences: juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis of gender, disability, migration status, and ideological constructions of difference.

Not offered current academic year

ANTH 328 (F) Emotions and the Self

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things--neuro-physiological states--or ideas--sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Requirements/Evaluation: typical for that of a tutorial

Prerequisites: none; open to first-year students with instructor's consent

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives

Fall 2019

TUT Section: T1 TBA Peter Just

ANTH 330 (F) The Documentary Project: Ethnography and the Visual Narrative

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

Requirements/Evaluation: develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual and audio content; participate in class critiques

Prerequisites: SOC 236 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Fall 2019

LEC Section: 01 M 7:00 pm - 9:40 pm Barry Goldstein

ANTH 334 (S) Imagining Joseph

Cross-listings: COMP 334 REL 334 ANTH 334 JWST 334

Primary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 334 (D1) REL 334 (D2) ANTH 334 (D2) JWST 334 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Peter Just

ANTH 337 (S) Race, Sex & Gender in Brazil (DPE)

Cross-listings: WGSS 337 ANTH 337

Secondary Cross-listing

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Requirements/Evaluation: research paper and its various components, participation

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 337 (D2) ANTH 337 (D2)

Difference, Power, and Equity Notes: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

ANTH 341 (S) Caste, Race, Hierarchy

Cross-listings: ANTH 341 AFR 341 ASST 341 GBST 341

Primary Cross-listing

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 341 (D2) AFR 341 (D2) ASST 341 (D2) GBST 341 (D2)

Not offered current academic year

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health

outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

ANTH 397 (F) Independent Study: Anthropology

Anthropology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James L. Nolan

ANTH 398 (S) Independent Study: Anthropology

Anthropology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James L. Nolan

ANTH 412 (S) Graphic Sex: Queer Ethnographic Writing

Cross-listings: WGSS 412 ANTH 412

Secondary Cross-listing

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

Requirements/Evaluation: ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies; statements of interest will be solicited

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: WGSS junior/senior seminar

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 412 (D2) ANTH 412 (D2)

Not offered current academic year

ANTH 493 (F) Senior Thesis: Anthropology

Anthropology senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA James L. Nolan

ANTH 494 (S) Senior Thesis: Anthropology

Anthropology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA James L. Nolan

Winter Study -----**ANTH 15 (W) Photographic Literacy and Personal Vision**

Cross-listings: SOC 15 ANTH 15

Primary Cross-listing

When you look at a photograph, what is it really saying? How can you make a photograph that says what you want to say? This course is about seeing with emotion and literacy, and making photographs that reflect your own personal voice and vision. This is not a course on technical photography--this is about breaking down the barrier between your ideas and your camera. Students will conceptualize and photograph a project of their own choosing. Whether a narrative documentary project or a more abstract exploration of form, students are expected to photograph on their own outside of class for at least five hours a week. Students must own or borrow a digital camera. Williams has a stock of excellent cameras available for loan. Mondays and Fridays we'll be looking at amazing historical and contemporary photographic work to cover a broad range of what is possible with the medium and discussing what the current conversations and controversies are within the practice. We'll be looking at slides, screens, photobooks and gallery shows to get a sense of how photographs function differently depending on how they're shown. The work we discuss is always adapted to reflect students' interests. On Wednesdays we critique each others' work--we look at students' top images for the week and try to reconcile them against the project's conceptual basis. We have a focused discussion about each student's work for 20-30 minutes, and how to make each project better. After critiques I'll be sending everyone photographic references to use for inspiration depending on your subject matter and aesthetic approach. At the end of the course the class will design and produce a campus exhibition of their photography. This event will serve as a synthesis of all the knowledge students gained while working together to make each others' projects stronger. No photography experience is necessary! Anyone is ready to start reading photographs critically, and establish a concept-driven workflow that will serve you well as long as you take pictures. Adjunct Instructor Bio: Ben Brody is an award-winning photographer working on long-form projects related to the American wars in Iraq and Afghanistan, and their aftermath. Themes of generational trauma, propaganda, and tragic comedy recur in his visual approach. His new book, *Attention Servicemember*, published by Red Hook Editions, will be available this fall.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: instructor will determine selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 15 ANTH 15

Winter 2020

ANTH 16 (W) Unsettling Environments: Conservation, Care, and Indigeneity in the Anthropocene

Cross-listings: ANTH 16 ENVI 17

Primary Cross-listing

How might we think of killing animals as a form of care? How do narratives of ecological decline associated with the Anthropocene and climate change potentially exclude Indigenous perspectives? In this course, we will think critically about themes related to resource use and extraction, human-animal relations, and settler colonialism. We will unsettle dominant conceptions of conservation, call into question management models that marginalize Indigenous peoples and ways of being in the world, and explore how ways of relating to the more-than-human shape Indigenous and non-Indigenous responses to climate change and environmental degradation. Drawing upon theoretical works and ethnographic investigations within anthropology and American Indian and Indigenous Studies, as well as poetry and fiction, including the works of Indigenous and settler scholars and writers, we will examine how theorizations of and relations with animals, plants, and landscapes shape conservationist logics, resource management models, and understandings of what it means to "care" for land and the multiple beings that animate it. This course involves six hours of in-class work and an average of 20 hours of outside-of-class work weekly. The course will rely heavily on student preparation for class and student participation in small- and large-group discussions in class. This is an introductory course, and assessments will be weighted more towards students' understandings of broader themes and questions rather than proficiency in any one school of theory or ethnographic locale. Students will earn their grades as follows: with one-sentence summaries and prepared questions for twelve of the assigned readings (once for each class meeting); as co-discussants for one class meeting; with one short take-home essay exam (750-1000 words); and with a final paper (roughly 3000 words) drawing upon ideas and comparative examples encountered in the course to analyze a current episode or event. Adjunct Bio: William Voinot-Baron is a PhD candidate in cultural anthropology at the University of Wisconsin-Madison. His dissertation is an ethnographic examination of the ways in which salmon are central to both understandings and practices of care in an Alaska Native (Yupiaq) village in southwest Alaska, and the consequences of State of Alaska and federal fishing regulations for tribal sovereignty and well-being. He holds an M.A. in Anthropology from Columbia University and an A.B. in Anthropology and Environmental Studies from Bowdoin College

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniority; students may be asked to send the instructor and email explaining why they are interested in the course

Grading: pass/fail only

Materials/Lab Fee: approximately \$80 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 16 ENVI 17

Winter 2020

LEC Section: 01 Cancelled

ANTH 31 (W) Senior Thesis: Anthropology

To be taken by students registered for Anthropology 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA James L. Nolan

ANTH 99 (W) Independent Study: Anthropology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA James L. Nolan

ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave 2019-2020
- David B. Edwards, James N. Lambert '39 Professor of Anthropology; on leave Fall 2019
- Antonia E. Foias, Professor of Anthropology; on leave 2019-2020
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology, American Studies Program; on leave 2019-2020
- Peter Just, Professor of Anthropology
- Joel Lee, Assistant Professor of Anthropology; on leave Fall 2019
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Christopher W. Marcisz, Visiting Lecturer in Anthropology
- Gregory C. Mitchell, Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave 2019-2020
- Grant Shoffstall, Visiting Assistant Professor of Sociology
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

SOC 101 (F)(S) Invitation to Sociology

An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

Class Format: discussion

Requirements/Evaluation: a take-home midterm exam, a class presentation and a final

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Grant Shoffstall

LEC Section: 02 MR 1:10 pm - 2:25 pm Marketa Rulikova

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Grant Shoffstall

SOC 201 (S) Science, Technology, and Human Values

Cross-listings: HSCI 101 STS 101 SOC 201

Secondary Cross-listing

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field.

Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 101 (D2) STS 101 (D2) SOC 201 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Grant Shoffstall

SOC 210 (S) Networks of Power: Technology in Human Affairs

Cross-listings: SCST 210 STS 210 SOC 210

Primary Cross-listing

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological innovations that shaped society over the past century, including electrification, automobiles and the highway system, radio and television broadcasting, and the internet and social media. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 210 (D2) STS 210 (D2) SOC 210 (D2)

Not offered current academic year

SOC 211 (F) Race and the Environment

Cross-listings: ENVI 211 SOC 211 AMST 211 AFR 211

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way

of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211 (D2) SOC 211 (D2) AMST 211 (D2) AFR 211 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

SOC 212 (F) Understanding Social Media

Over just the last twenty years--beginning with Napster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Nicholas Carr

SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable

social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives GBST Urbanizing World Electives

Not offered current academic year

SOC 218 (S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: discussion

Requirements/Evaluation: a short paper and midterm and final exams

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

SOC 221 (S) Money and Intimacy

Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Requirements/Evaluation: classroom participation and a final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Marketa Rulikova

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 230 (F) Memory and Forgetting

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: active class participation, four response papers (2 pages each), an autobiographical essay (4-5 pages), and a final

research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christina E. Simko

SOC 234 (S) How Emotions Work

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem--the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

Requirements/Evaluation: participation, reflective essay (3-5 pages), emotion map activity, open space meeting, policy memo (1-2 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

SOC 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 241 (S) Meritocracy

Cross-listings: PSCI 241 SOC 241

Secondary Cross-listing

Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do eight of the country's nine sitting Supreme Court Justices. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy --- rule by the intellectually talented --- in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Requirements/Evaluation: two papers, take-home final exam, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 241 (D2) SOC 241 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

SOC 244 (S) What They Saw in America

Cross-listings: AMST 244 SOC 244 HIST 366

Primary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 244 (D2) SOC 244 (D2) HIST 366 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE)

Cross-listings: RUSS 248 GBST 247 SOC 248

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 248 (D1) GBST 247 (D2) SOC 248 (D2)

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Not offered current academic year

SOC 252 (F) Moral Life in the Modern World

Cross-listings: SOC 252 REL 286

Primary Cross-listing

This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 252 (D2) REL 286 (D2)

Not offered current academic year

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are

inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

SOC 291 (S) Religion and the American Environmental Imagination

Cross-listings: REL 291 SOC 291 ENVI 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 291 (D2) SOC 291 (D2) ENVI 291 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 301 (F) Social Construction (DPE)

Cross-listings: SCST 301 COMP 315 REL 301 STS 301 SOC 301 WGSS 302

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in

some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

SOC 303 (S) Cultures of Climate Change

Cross-listings: ENVI 303 SOC 303

Secondary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 303 (D2) SOC 303 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Secondary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

SOC 315 (F) Culture, Consumption and Modernity

How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences that these patterns have for the larger social order.

Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not offered current academic year

SOC 324 (S) Memory and Identity (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Not offered current academic year

SOC 326 (S) Being Mortal

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been sequestered in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine, which is oriented toward cure but must ultimately confront the inescapable realities of aging and death, deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

Requirements/Evaluation: three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Sociology and Anthropology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Christina E. Simko

SOC 328 (F) American Social Dramas

Cross-listings: AMST 328 SOC 328 COMP 325 THEA 328

Primary Cross-listing

As Shakespeare wrote memorably in *As You Like It*, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and

indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 328 (D2) SOC 328 (D2) COMP 325 (D1) THEA 328 (D2)

Not offered current academic year

SOC 329 (F) Work and Future of Capitalism

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as global commodity chains, the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. Through a series of essays, culminating in a final paper, the course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about restructuring (or even overturning) capitalism to allow them to flourish?

Requirements/Evaluation: participation, three utopia essays (3-5 pages), paper workshop, final paper (10-12 pages)

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ben Snyder

SOC 332 (F) Life and Death in Modernity

Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life"--the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show

how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of anti-aging medicine and "popular" rationalities of human life extension; cryonic suspension, zombies, and the paranormal.

Class Format: seminar

Requirements/Evaluation: weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: STS 338 HSCI 338 REL 338 SOC 338

Primary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 338 (D2) HSCI 338 (D2) REL 338 (D2) SOC 338 (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Grant Shoffstall

SOC 350 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Cross-listings: COMP 349 SOC 350 REL 350

Secondary Cross-listing

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"--the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 349 (D2) SOC 350 (D2) REL 350 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

SOC 362 (F) Story, Self, and Society

Cross-listings: COMP 362 SOC 362

Primary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir that we will select collectively. The course will conclude with a final seminar meeting during which each student will tell a story of their own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 362 (D1) SOC 362 (D2)

Not offered current academic year

SOC 363 (F) Cold War Technocultures

Cross-listings: SOC 363 STS 402 SCST 401

Primary Cross-listing

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 363 (D2) STS 402 (D2) SCST 401 (D2)

Attributes: STS Senior Seminars

Not offered current academic year

SOC 368 (F) Technology and Modern Society

Cross-listings: SOC 368 ENVI 368

Primary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 368 (D2) ENVI 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses HSCI Interdepartmental Electives

Not offered current academic year

SOC 371 (S) Medicine, Technology, and Modern Power

Cross-listings: STS 371 SOC 371 SCST 371 HSCI 371

Primary Cross-listing

Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 371 (D2) SOC 371 (D2) SCST 371 (D2) HSCI 371 (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 372 (S) Time and Temporality

Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

SOC 386 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: SOC 386 HIST 387

Primary Cross-listing

Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: discussion

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 386 (D2) HIST 387 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James L. Nolan

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James L. Nolan

SOC 493 (F) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA James L. Nolan

SOC 494 (S) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA James L. Nolan

Winter Study -----

SOC 11 (W) Excavating the Purple Bubble

Cross-listings: HIST 11 SOC 11

Primary Cross-listing

People often describe Williams College as an "intense" place--a "purple bubble" with its own peculiar micro-culture. This bubble can be stressful, exhausting, and work-obsessed, but also bursting with creative energy and a determination to change the world, not to mention creating experiences and relationships that become deeply nostalgic and lead to a lasting connection. How have these characteristic structures of feeling been built over time? In this course, we will attempt to build a picture of how the emotional cultures of Williams have evolved by excavating their histories. From the powerful emotions triggered by transitional moments in the College's history, such as feelings of inclusion and exclusion by women and people of color, to the everyday emotions of friendship, romance, and work stress, students will analyze materials from the college archives, the archive of the Record, and other sources of institutional memory to uncover the social history of emotions at Williams. Depending on enrollments, students will divide into research clusters focusing on particular topics, which might include: stress and work-obsession, turning points and change, wonder and discovery, nostalgias, staff morale, mental illness and wellness discourse, among other possible topics. Students will spend time in class discussing readings and curating a small collection of archival materials to be presented at the end of the course. Outside class, students will spend time in the archives. As a theoretical and methodological guide, we will draw primarily on scholarship from the sociology and history of emotion, including Norbert Elias, Cas Wouters, Raymond Williams, William Reddy, and Barbara Rosenswein.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: anthropology, sociology and history majors, followed by students' expression of interest

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 11 SOC 11

Winter 2020

LEC Section: 01 Cancelled

SOC 15 (W) Photographic Literacy and Personal Vision

Cross-listings: SOC 15 ANTH 15

Secondary Cross-listing

When you look at a photograph, what is it really saying? How can you make a photograph that says what you want to say? This course is about seeing with emotion and literacy, and making photographs that reflect your own personal voice and vision. This is not a course on technical photography--this is about breaking down the barrier between your ideas and your camera. Students will conceptualize and photograph a project of their own choosing. Whether a narrative documentary project or a more abstract exploration of form, students are expected to photograph on their own outside of class for at least five hours a week. Students must own or borrow a digital camera. Williams has a stock of excellent cameras available for loan. Mondays and Fridays we'll be looking at amazing historical and contemporary photographic work to cover a broad range of what is possible with the medium and discussing what the current conversations and controversies are within the practice. We'll be looking at slides, screens, photobooks and gallery shows to get a sense of how photographs function differently depending on how they're shown. The work we discuss is always adapted to reflect students' interests. On Wednesdays we critique each others' work--we look at students' top images for the week and try to reconcile them against the project's conceptual basis. We have a focused discussion about each student's work for 20-30 minutes, and how to make each project better. After critiques I'll be sending everyone photographic references to use for inspiration depending on your subject matter and aesthetic approach. At the end of the course the class will design and produce a campus exhibition of their photography. This event will serve as a synthesis of all the knowledge students gained while working together to make each others' projects stronger. No photography experience is necessary! Anyone is ready to start reading photographs critically, and establish a concept-driven workflow that will serve you well as long as you take pictures. Adjunct Instructor Bio: Ben Brody is an award-winning photographer working on long-form projects related to the American wars in Iraq and Afghanistan, and their aftermath. Themes of generational trauma, propaganda, and tragic comedy recur in his visual approach. His new book, *Attention Servicemember*, published by Red Hook Editions, will be available this fall.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: instructor will determine selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 15 ANTH 15

Winter 2020

LEC Section: 01 MF 10:00 am - 11:50 am W 1:00 pm - 5:00 pm Ben Brody

SOC 31 (W) Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Christina E. Simko

SOC 99 (W) Independent Study: Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA James L. Nolan

ARABIC STUDIES

(Div I, with some exceptions as noted in course descriptions)

Chair: Professor Magnus Bernhardsson

- Magnús T. Bernhardsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
- Radwa M. El Barouni, Visiting Lecturer in Arabic Studies
- Brahim El Guabli, Assistant Professor of Arabic Studies
- Amal Egeiq, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave 2019-2020
- Lama Nassif, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave Fall 2019

Middle Eastern and Maghrebi Studies is a vibrant, growing, and important field in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for interdisciplinary and multidisciplinary study of Arab, Islamic, North African and Middle Eastern literatures, art, film, history, religion and politics.

THE MAJOR IN ARABIC STUDIES

Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:

ARAB 101-102 Elementary Arabic

ARAB 201 Intermediate Arabic I

ARAB 202 Intermediate Arabic II

ARAB 301 Advanced Arabic I

ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (DIV I) and at least one from politics, religion, economics, history, etc. (DIV II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, *adding up to a total of at least nine courses*.

Up to four courses from approved study abroad programs may be counted toward the major.

THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

Required Courses

ARAB 101

ARAB 102

ARAB 201

ARAB 202

ARAB 301

ARAB 302

At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

THE DEGREE WITH HONORS IN ARABIC STUDIES

Prerequisites

Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major-including the thesis course (ARAB 493-W-494)-is 10, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. We may need specific information (assigned readings) to determine whether the course counts for Div I or II major credit.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No. Students can receive credit toward the major's language requirements from for-credit summer language programs like Middlebury, etc. These count toward the 4-course maximum.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Make sure you have the needed number of Div I and Div II courses for the major. Know the difference.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

It has happened, but we try to be as flexible as possible.

ARAB 101 (F) Elementary Arabic

This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on "formal Arabic" (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

Class Format: five hours a week

Requirements/Evaluation: tests, daily homework, active class participation, a skit, a culture portfolio, and engagement in a variety of co-curricular activities

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering a major in Arabic Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the Winter Study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 10:00 am - 10:50 am Radwa M. El Barouni

ARAB 102 (S) Elementary Arabic

This is the second course in the Beginning Arabic sequence. It builds on the foundation of Arabic competence that you established in Arabic 101, and will continue to develop your competence in Modern Standard Arabic and one variety of spoken Arabic. The course will continue to focus on day-to-day situations and familiar topics from the immediate environment while expanding the range of topics and authentic materials, and broadening the scope of linguistically-based and culturally-based tasks and course expectations.

Class Format: five hours a week

Requirements/Evaluation: tests, daily homework, active class participation, a presentation, a writing portfolio, and engagement in a variety of co-curricular activities

Prerequisites: ARAB 101

Enrollment Limit: 18

Enrollment Preferences: students considering a major in Arabic Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 M-F 10:00 am - 10:50 am Radwa M. El Barouni

ARAB 111 (F) Movers and Shakers in the Middle East

Cross-listings: HIST 111 ARAB 111 LEAD 150

Secondary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 111 (D2) ARAB 111 (D2) LEAD 150 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

ARAB 201 (F) Intermediate Arabic I (WS)

In this course we will continue to study the Modern Standard Arabic and one variety of spoken Arabic. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural appreciation of Arabic-speaking countries.

Class Format: the class meets four hours a week with the fourth hour a conversation section

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 101-102 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Radwa M. El Barouni

ARAB 202 (S) Intermediate Arabic II

As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic and one variety of spoken Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be *Al-Kitaab fii Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. *Class will be conducted in Arabic.*

Class Format: class meets four hours a week with the fourth hour a conversation section

Requirements/Evaluation: quizzes, homework, and active class participation

Prerequisites: ARAB 201 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Lama Nassif

ARAB 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 209 (S) Saharan Imaginations (DPE)

Cross-listings: ENVI 208 ARAB 209 COMP 234

Primary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan

novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 208 (D1) ARAB 209 (D1) COMP 234 (D1)

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Not offered current academic year

ARAB 210 (S) The Challenge of ISIS

Cross-listings: HIST 210 ANTH 210 GBST 210 ARAB 210 REL 240

Secondary Cross-listing

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Class Format: lecture

Requirements/Evaluation: active class participation, assignments, article presentation and leading a class discussion, language learner interview, a research paper

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

ARAB 227 (F) Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227 ARAB 227

Primary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 227 (D2) ARAB 227 (D1)

Attributes: Linguistics

Not offered current academic year

ARAB 230 (F) Who was Muhammad?

Cross-listings: REL 230 GBST 230 ARAB 230

Secondary Cross-listing

Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the "facts" of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad's life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar

Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 230 (D2) GBST 230 (D2) ARAB 230 (D2)

Not offered current academic year

ARAB 234 (F) What is Islam? (DPE)

Cross-listings: ARAB 234 GBST 234 REL 234 HIST 208

Secondary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern

historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 234 (D2) GBST 234 (D2) REL 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

ARAB 236 (S) Reading the Qur'an

Cross-listings: ARAB 236 COMP 213 GBST 236 REL 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 236 (D2) COMP 213 (D1) GBST 236 (D2) REL 236 (D2)

Not offered current academic year

ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: ARAB 242 REL 242 WGSS 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and

negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 242 (D2) REL 242 (D2) WGSS 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

ARAB 243 (F) Islamic Law: Past and Present

Cross-listings: WGSS 243 ARAB 243 HIST 302 REL 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 243 (D2) ARAB 243 (D2) HIST 302 (D2) REL 243 (D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 257 (F) Iran, Islam, and the Last Great Revolution

Cross-listings: PSCI 257 ARAB 257

Secondary Cross-listing

The title and inspiration for this course comes from Robin Wright's book *The Last Great Revolution*. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 257 (D2) ARAB 257 (D2)

Not offered current academic year

ARAB 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Cross-listings: ARAB 259 ARTH 259 AFR 259

Secondary Cross-listing

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

Prerequisites: none, although an introductory course in art history or Islamic studies would be useful

Enrollment Limit: 25

Enrollment Preferences: students who have declared a major in Art History or Africana Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 259 (D1) ARTH 259 (D1) AFR 259 (D2)

Attributes: GBST African Studies Electives

Spring 2020

LEC Section: 01 Cancelled

ARAB 278 (F) The Golden Road to Samarqand

Cross-listings: ARAB 278 ARTH 278

Secondary Cross-listing

The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history--an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time--from the 10th to the 20th century--concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final

Prerequisites: none

Enrollment Limit: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 278 (D1) ARTH 278 (D1)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their cultural competence. Using al-Kitaad as well as a variety of authentic written and audiovisual materials to immerse students in Arabic language and culture, the course will allow students to achieve an advanced grammatical, cultural and oral proficiency in Modern Standard Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments entirely in Arabic.

Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam

Prerequisites: ARAB 202

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will understand the relations of power between the different varieties of Arabic language. Students will grasp the gendered aspects of Arabic language and understand how it relates to English. Through their engagement with Arabic texts and audiovisual materials, students will deconstruct cultural and sociopolitical issues that are directly related to the environment, society, politics, and power.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language; students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will learn about gender relations and power dynamics in the Arabic-speaking region; students will produce projects that address language politics, colonialism, sexism, feminism, and environmental losses in the Maghreb and the Middle East; and students will acquire the language necessary to discuss diverse topics related to power, gender, and the environment, such as recycling, new economies, and changing gender roles in society.

Spring 2020

LEC Section: 01 F 10:00 am - 10:50 am TR 11:15 am - 12:30 pm Brahim El Guabli

ARAB 308 (S) The Nile (DPE)

Cross-listings: ARAB 308 HIST 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 308 (D2) HIST 308 (D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

ARAB 310 (S) Iraq and Iran in the Twentieth Century

Cross-listings: HIST 310 ARAB 310

Secondary Cross-listing

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 310 (D2) ARAB 310 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

ARAB 322 (S) Islam in Spain

Cross-listings: RLSP 322 ARAB 322

Secondary Cross-listing

The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works--primarily of literature, though we will supplement with other texts--in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration. *Conducted in Spanish*

Class Format: seminar

Requirements/Evaluation: two short papers, oral presentations, one final project

Prerequisites: any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 322 (D1) ARAB 322 (D1)

Not offered current academic year

ARAB 329 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehlis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Fall 2019

SEM Section: 01 Cancelled

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)

Cross-listings: ARAB 331 COMP 332

Primary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring in or considering a major in Arabic Studies

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 331 (D1) COMP 332 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 332 (F) Islam and Feminism

Cross-listings: REL 332 ARAB 332 WGSS 334

Secondary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 332 (D2) ARAB 332 (D2) WGSS 334 (D2)

Not offered current academic year

ARAB 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE)

Cross-listings: COMP 346 ARAB 346

Secondary Cross-listing

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 346 (D1) ARAB 346 (D1)

Difference, Power, and Equity Notes: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global

South, students will hone skills to address global injustices and neoliberalism.

Not offered current academic year

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

ARAB 368 (F) Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368 WGSS 368 ARAB 368

Primary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia

Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolises. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 368 (D1) WGSS 368 (D2) ARAB 368 (D1)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South

Cross-listings: GBST 369 COMP 369 HIST 306 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5- to 7-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D1) COMP 369 (D1) HIST 306 (D2) ARAB 369 (D1)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

ARAB 397 (F)(S) Independent Study: Arabic

Arabic Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Magnús T. Bernhardsson

Spring 2020

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ARAB 401 (S) Topics in Advanced Arabic I: Contemporary Arab Cinema

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Requirements/Evaluation: essays, presentations, final paper, exam

Prerequisites: ARAB 302

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 MW 8:30 am - 9:45 am Friday Org Mtg 8:30 am - 9:45 am Lama Nassif

ARAB 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East

Cross-listings: ARAB 409 HIST 409 GBST 409

Secondary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation: class participation and a 25-page research paper

Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

Enrollment Limit: 19

Enrollment Preferences: History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 409 (D2) HIST 409 (D2) GBST 409 (D2)

Attributes: GBST Middle Eastern Studies Electives JWST Elective Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

ARAB 411 (F) Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings: HIST 411 REL 321 ARAB 411

Secondary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation: several short response papers and a 20- to 25-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, especially History and Arabic Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 411 (D2) REL 321 (D2) ARAB 411 (D2)

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

ARAB 412 Advanced Readings in Contemporary Arabic Literature

This course, taught in Arabic, aims at providing students with a deeper understanding of contemporary Arab literature. By navigating different literary moments, foci and genres, the course will offer a panoramic view of the contemporary literary map of the region. While the course will focus on some mainstream writers such as the Egyptian Naguib Mahfouz and the Sudanese Tayyib Salih, it will also feature stateless and non-canonical writers such as Alaa Al-Sarky and young poets using 'amiyya' or colloquial Arabic as their main tool of expression. We will read short stories, excerpts from novels, literary critiques, interviews with authors, examples of classical and lyrical poetry, as well as watch a number of movies based on literary adaptations. Through examining representative literary texts from various parts of the Arab region, students will not only broaden their awareness of the socio-political and cultural dynamics emanating from these works, but will also improve their linguistic and stylistic knowledge of Arabic at more sophisticated levels.

Requirements/Evaluation: active participation in class, reading responses, presentations, blogs, quizzes, final paper

Prerequisites: ARAB 302 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARAB 415 (S) Beyond Headlines: Surveying the Arab Landscape through Arabic Media

How does Arabic media represent the Arab landscape? This course will explore Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss Arabic media as a vehicle through which issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Requirements/Evaluation: active participation in class, assignments, blogs, quizzes, presentation, final project

Prerequisites: ARAB 302

Enrollment Limit: 12

Enrollment Preferences: Arabic majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ARAB 416 (S) Arabic Short Stories: Societies, Cultural narratives & Literary aesthetics

In this course we will explore the literary languages of Arabic and as well as various political and socio-economic issues via a selection of short stories that hail from geographically diverse authors. Being attentive to detailed readings of the text, their context, and the environment within which the author composed the text in question, we will weave our way through these short stories, developing the four language skills in addition to cultural competency. Although the course will avoid the monolithic approach of reading these stories as a social document that is a reflection or mirror of their societies, and will be equally concerned with the aesthetics of the Arabic literary narratives, the socio-economic and political issues discussed in the stories will be of relevance to the broader realms of Middle Eastern studies writ large. Tradition vs. modernity, the individual in opposition to the state, and gender issues are just some of the themes that will be discussed. In addition to the short stories provided, the class will engage in complimentary activities and material, like links to open source online videos and articles to expand on our knowledge of specific Arabic cultural and sociological phenomena. In addition to the short stories, there will be a short list of novels from which each member in the class will choose according to their interests. Reading the novel will be a term long project and will entail one-on-one meetings every two weeks with the instructor and will be tailored according to individual needs.

Requirements/Evaluation: preparation and active participation, response questions and vocabulary building homework, short 2-page essays, midterm video, and end of term paper (5-7 pages)

Prerequisites: ARAB 302 or by permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Arabic Studies students

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 Cancelled

ARAB 420 (F) Current Events from the Maghreb and the Middle East

Students in this course will engage with authentic materials from Arabic media, covering the Maghreb and the Middle East. Using original content from newspapers, magazines, websites, TV channels, podcasts, and specialized news outlets, the course will take students from intermediate high to advanced high level. Through their active engagement with the course materials, students will acquire a very diverse vocabulary, strengthen their mastery of Arabic grammar, and perform advanced linguistic skills in Modern Standard Arabic (MSA). Moreover, students in this course will be able to produce substantial narratives about complicated and abstract topics, argue for or against an idea, and discuss a variety of topics in MSA. In addition to enhancing students' listening, speaking, reading and writing skills, close, critical attention will be paid to deepening students' cultural competence.

Students are expected to give three presentations through the course of the semester, write weekly response papers in Arabic, participate in a collective project, and produce a final paper about a topic of their choosing in consultation with the instructor.

Requirements/Evaluation: active participation, three presentations, collaborative project, final paper

Prerequisites: ARAB 302 or permission of the Instructor

Enrollment Limit: 15

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARAB 427 Revolutions & Revolutionaries in the Arab World's Modern History (DPE) (WS)

What is the difference between a [Thawrah] (revolution), an [Inqil'b Sha'ab] (popular led-coup) and an [Intif'ah] (uprising)? Was the 2011 "Arab Spring" the first time that people in the Arab world had revolted against their governments? Were the 1977 bread "riots" in Egypt an [Intif'ah] or revolution that was quelled promptly? How does the 1958 coup in Iraq compare to the coup there five years later in 1963 or other coups across the Arab world? What were the role of the Amazigh in North Africa in rebelling against colonialism? In this course, we will be looking transnationally at the different revolutions, uprisings and coups that have taken place in the Arab world in its modern history. Through a variety of medium, the course will explore the socio-political and economic factors that resulted in these instances in history and the effects thereof. We will also be looking at the cultural production that flourished after revolutions, coups and uprisings from the blatantly propagandist to the nuanced and subversive! The course will be entirely in Arabic and aims to take participants from intermediate high to the advanced-mid/high level according to ACTFL standards. The course will be engaging with and developing, on a weekly basis all five language skills: reading, writing, listening, speaking and cultural proficiency and will focus on the language functions that are required at this level. This writing intensive course will consist of multiple forms of evaluation such as participation, debates, presentations, a mid-term video project and an end of year writing project.

Class Format: flipped classroom

Requirements/Evaluation: writing assignments, participation, debates, presentations, a mid-term video project, and an end of year writing project

Prerequisites: having done three years of Arabic language and preferably time abroad

Enrollment Limit: 10

Enrollment Preferences: seniors

Expected Class Size: 6

Grading:

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be expected to write 5-6 essays during the term, each of which consists of two drafts, in addition to a 5-page end of term paper. The focus in the essays in addition to knowledge of the subject matter, will be syntax, style, cohesion, development of arguments, and collocations. Prompt and detailed feedback will be given for both drafts to ensure improvement.

Difference, Power, and Equity Notes: The course will include material about multiple countries and their peoples in the Arab world while also being attentive to minorities and their status.

Not offered current academic year

ARAB 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE)

Cross-listings: GBST 480 ARAB 480 JWST 480 HIST 480

Secondary Cross-listing

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 480 (D2) ARAB 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict through the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Not offered current academic year

ARAB 493 (F) Senior Thesis: Arabic Studies

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Magnús T. Bernhardsson

ARAB 494 (S) Senior Thesis: Arabic Studies

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Magnús T. Bernhardsson

ARAB 498 (S) Independent Study: Arabic

Arabic Independent Study. Topic and methodology will be determined by instructor and student.

Requirements/Evaluation: depends of topic and methodology but could include a translation, a 25 page paper, or a short story

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Magnús T. Bernhardsson

Winter Study -----

ARAB 10 (W) Cooking Moroccan Food From Couscous to Tea

Students enrolled in this course will learn about the history of Moroccan cuisine and its uses in activism before engaging in cooking Moroccan dishes themselves. From couscous to mint tea, Moroccan cuisine's history encompasses colonial legacies, state-building efforts, and histories of importation of spices and ingredients from exotic places. State legitimacy and social prominence required the royal court, governors, and wealthy individuals to

present their guests with the most exquisite dishes to mark their status and entrench their prominence in their communities. Historically, Moroccan Sultans and governors contributed to the creation of a distinct Moroccan cuisine with its set of rituals and traditions that are still observed in the official arenas today. However, the last twenty years have witnessed the emergence of a strong civil society alongside women's organizations whose investment in revenue-generating projects as a way to empower women has transformed Moroccan cuisine. In this context, cuisine has become a site of liberation, democratization, and search of equality in the Morocco. Moreover, these transformative projects draw on culinary memory to effectuate change within continuity in a country that has been in transition for a while. The first week of the course will be dedicated to the discussion of Moroccan cuisine and the ways in which cuisine relates to state policies and civil society's activism. The second and the third weeks will be organized in the form of workshops to train students to cook Moroccan tajine, tea, lamsmen, baghrir, omelettes, couscous, cookies, soups, and other dishes. All students are required to participate actively in the culinary workshop throughout the duration of the winter study course.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: interview

Grading: pass/fail only

Materials/Lab Fee: \$80

Winter 2020

LEC Section: 01 Cancelled

ARAB 11 (W) How Does Language Vary in Society? The Fascinating Case of Arabic

How Does Language Vary in Society? The Fascinating Case of Arabic Description: Sociolinguistics is the study of how aspects of society influence how language is used by the society members, and how the very act of language use constructs those societies and positions speakers in them. This course will provide an introduction to questions of interest to sociolinguists. These include: 1) How and why do languages change? How do different speech communities use language? 3) In what ways does language reflect a person's identity? 4) In what ways does language construct a person's identity? 5) How does language intersect with power? This course will address these questions with a focus on a unique case study: Arabic. Arabic is a classical example of a diglossic language. Two varieties with marked differences and specific functional distributions co-exist in Arabic speech communities: Modern Standard Arabic (MSA), a variety with a higher sociopolitical status as the symbol of pan-Arabism and the official language of twenty three Arab countries, and colloquial Arabic (CA), the symbol of local identities. CA itself varies widely along geographical, religious, gender, age, and socio-economic lines within and between Arab countries. Arabic speakers mix between MSA and CA and shift their language use within a mosaic of language variation that would fascinate all those interested in the study of sociolinguistics. Readings, movies, and audiovisual materials in this course will provide a glimpse of this sociolinguistic scene. Knowledge of Arabic is not required to take this course. Students are expected to actively engage in class discussions based on course materials, and will write a 10-page final paper based on a sociolinguistic project.

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Arabic is not required to take this course

Enrollment Limit: 20

Enrollment Preferences: interest in linguistics and/or Arabic

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

Winter 2020

LEC Section: 01 Cancelled

ARAB 31 (W) Senior Thesis: Arabic Studies

Arabic Studies senior thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Magnús T. Bernhardsson

ARAB 88 (W) Arabic Sustaining Program

Students registered for ARAB 101-102 are required to attend and pass the Arabic Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Ebtisam Ashour

ARAB 99 (W) Independent Study: Arabic

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Magnús T. Bernhardsson

ART (Div I)
ART HISTORY

Co-Chairs: Professors Elizabeth McGowan and Amy Podmore

- Cecilia Aldarondo, Assistant Professor of Art; on leave Spring 2020
- Laylah Ali, Francis Christopher Oakley Third Century Professor of Art
- Michelle M. Apotsos, Assistant Professor of Art
- Ben Benedict, Senior Lecturer
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Spring 2020
- Johanna Breiding, Assistant Professor of Art
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
- Allana M. Clarke, Visiting Lecturer in Art
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Art Department
- Holly Edwards, Senior Lecturer in Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art; on leave 2019-2020
- Marc Gotlieb, Director of the Graduate Program in Art History and Class of 1955 Memorial Professor of Art; affiliated with: Art Department
- Ilana Y. Harris-Babou, Visiting Assistant Professor of Art
- Guy M. Hedreen, Amos Lawrence Professor of Art
- Catherine N. Howe, Lecturer in Art
- Ju-Yu Scarlett Jang, Professor of Art; affiliated with: Asian Studies Department
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Art Dept Co-Chair & Chair of Art History, Robert Sterling Clark Professor of Art
- Murad K. Mumtaz, Assistant Professor of Art; affiliated with: Graduate Program-Art History
- Amy D. Podmore, Art Dept Co-Chair & Chair of Studio Art, J. Kirk T. Varnedoe 1967 Professor of Art
- Kailani Polzak, Assistant Professor of Art
- Sarah Rara, Assistant Professor of Art
- Kenny Rivero, Visiting Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art
- Stefanie Solum, Professor of Art
- Carolyn J. Wargula, Visiting Assistant Professor of Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Guy Hedreen

Art Studio Faculty Advisor: Amy Podmore

History and Studio Faculty Advisor: Ben Benedict

ART HISTORY

The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one's ability to observe and to use those observations as analytical tools for understanding history and culture.

Major Requirements

The Art History major requires a minimum of nine courses:

Any three of the following four courses: ARTH 101, ARTH 102, ARTH 103, and ARTH 104

Any ARTS (studio) course.

Any two courses in Art History concerned with the following: one course in art history concerned with a period prior to 1800 and one course in art history concerned with post 1800.

ARTH 301 Methods of Art History

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1800 or post-1800 requirement).

One additional course, at any level.

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students' level of experience, ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students' skills in visual analysis, interpretation, and written expression and argumentation.

200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose an Art History or Studio Art route, taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department's administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArTH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements

The History and Studio major requires a minimum of nine courses:

Any TWO of the following four courses: ARTH 101, 102, 103, or 104

ARTS 100-level course

ARTS 200-level course

ARTH 301 Methods OR ARTS 319 Junior Seminar

ARTH 400-level OR 500-level course

ARTS 300-level course OR (with permission)

ARTS 418 Senior Seminar

ARTH elective

ARTS elective

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art History

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course, a travel research project, or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department's Administrative Assistant in Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500-700 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department's Administrative Assistant) by the end of the reading period of the Fall semester. This form serves to verify: a) your advisor's support of your project, and b) your advisor's approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ARTH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue—in relation to their thesis project—summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The procedure and criteria for students applying early are the same as those outlined above. (That is, students applying early would likewise take the Winter Study and Spring courses). Materials for early application (the same as outlined above) would be due by 5:00 pm on the Thursday preceding Spring Break.

History and Studio

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Studio makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production

which is the focus of the senior year.

Art History

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year or unless there is only one section of 301 offered; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and Studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and Studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTH 101 (F) Art Through Time

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean through the Middle Ages to the Renaissance in Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

Class Format: discussion

Requirements/Evaluation: quizzes, midterm, two papers and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 80

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Peter D. Low, Stefanie Solum

CON Section: 02 T 9:55 am - 11:10 am Stefanie Solum

CON Section: 03 T 11:20 am - 12:35 pm Stefanie Solum

CON Section: 04 T 2:35 pm - 3:50 pm Peter D. Low

CON Section: 05 R 9:55 am - 11:10 am Peter D. Low

CON Section: 06 R 11:20 am - 12:35 pm Stefanie Solum

CON Section: 07 R 1:10 pm - 2:25 pm Peter D. Low

ARTH 102 (S) Art Through Time II

A semester-long, team-taught introduction to European and American art and architecture from approximately 1600 to today. This course teaches

students how to analyze art as physical objects for contemplation, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, and experienced. To appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. We will also spend time with original works and familiarize ourselves with the wealth of resources in Williamstown: the Clark Art Institute, the Williams College Museum of Art, and the Chapin Rare Book Library.

Class Format: discussion

Requirements/Evaluation: quizzes, midterm, two papers and a final exam

Prerequisites: none

Enrollment Limit: 90

Expected Class Size: 80

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 Cancelled

CON Section: 02 Cancelled

CON Section: 03 Cancelled

CON Section: 04 Cancelled

CON Section: 05 Cancelled

CON Section: 06 Cancelled

CON Section: 07 Cancelled

ARTH 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE)

Cross-listings: ASST 103 ARTH 103

Primary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: limited number of class discussion, some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Cross-listings: AFR 105 ARTH 104

Primary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 105 (D2) ARTH 104 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

ARTH 105 (F) Historical Research in Dance and Performance Studies

Cross-listings: DANC 103 ARTH 105

Secondary Cross-listing

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and

moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course, and may include attendance at live performances in the area, film screenings, field trips, and workshops with guest artists. Material will be introduced at introductory level. No previous dance experience is assumed or required. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

Class Format: this is primarily a discussion-based seminar course, and may include attendance at live performances in the area, film screenings, field trips, and workshops with guest artists

Requirements/Evaluation: one research-based essay, 2 short written assignments, 2 group presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 103 (D1) ARTH 105 (D1)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Munjulika Tarah

ARTH 203 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 210 (F) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, weekly short reading responses, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 211 (F) Art and Experience in Ancient Rome

Cross-listings: ARTH 211 CLAS 210 ARTH 210

Secondary Cross-listing

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. *All readings are in translation.*

Requirements/Evaluation: attendance and preparation, a mid-term, a final, and a medium-length paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 211 (D1) CLAS 210 (D1) ARTH 210 (D1)

Not offered current academic year

ARTH 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Primary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

ARTH 213 (S) The Human Figure in the Ancient Mediterranean

Cross-listings: ARTH 213 CLAS 213

Primary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Requirements/Evaluation: participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page research paper.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 213 (D1) CLAS 213 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Elizabeth P. McGowan

ARTH 220 (F) Sacred Spaces of Islam

A clean place oriented towards Mecca is enough for daily prayer, but the communal practices of Islam are myriad and they often transpire in more formal architectural settings. These structures range from traditional columned halls of brick and timber to modernist ensembles of reinforced concrete and plate glass; monuments may be open to the elements, flat-roofed or domed; surfaces may be enhanced with carved marble, inlaid wood, glazed tile and other beautifying elements.

Class Format: discussion

Requirements/Evaluation: midterm, final, term project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARTH 221 (F) History of Photography

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: two short papers, mid-term, and final exam

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses FMST Related Courses

Not offered current academic year

ARTH 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 223 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: AMST 323 COMP 322 ENGL 356 ARTH 223 AFR 323

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Requirements/Evaluation: class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 323 (D2) COMP 322 (D2) ENGL 356 (D2) ARTH 223 (D2) AFR 323 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

ARTH 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 228 RLSP 228

Secondary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and

concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

ARTH 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

Cross-listings: CLAS 230 ARTH 230

Secondary Cross-listing

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

Requirements/Evaluation: class participation, quizzes, midterm, final exam, and one medium-length paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of western art and architecture

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 230 (D1) ARTH 230 (D1)

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Nicole G. Brown

ARTH 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)

Cross-listings: WGSS 231 ARTH 231

Primary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point,

the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 231 (D1) ARTH 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TR 11:20 am - 12:35 pm Stefanie Solum

ARTH 232 (S) Renaissance Rome: Renovating the Eternal City

George Eliot called Rome "the city of visible history," a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy's return to the city in 1417, we will focus on the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante as works grounded in a uniquely Roman sense of time and historical destiny. We will conclude with a selective look at Baroque works by Caravaggio, Bernini and Borromini, examining their their powerful innovations and effects as a continuation of the Renaissance *renovation* of the eternal city.

Class Format: discussion

Requirements/Evaluation: ungraded mapping assignments and short written assignments, 7- to 10-page research paper, midterm and final examinations

Prerequisites: none; open to Art majors as well as non-majors

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ARTH 238 (S) Greek Art and the Gods

Cross-listings: CLAS 248 REL 216 ARTH 238

Primary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aeschylus, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 248 (D1) REL 216 (D1) ARTH 238 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Guy M. Hedreen

ARTH 239 (F) Social Media in the Nineteenth Century: Prints and Pictorial Persuasion (WS)

This tutorial surveys the public lives of printed pictures in Europe between 1789 and 1914. Though the history of print extends well beyond these chronological limits, the so-called "long nineteenth century" witnessed the invention of new printmaking technologies. Larger audiences could now stay abreast of the period's revolutions, wars, and breakthroughs both in science and in fashion. Designed for students who have no prior experience studying art history, the course will begin with an overview of printmaking techniques before moving on to focused case studies that include pornographic political engravings made during the French Revolution, etchings created by the Spanish artist Francisco de Goya, and the manipulation of self and space made possible by early photography. We will analyze how these works were produced in multiples, circulated by publishers and dealers, and consumed by viewers across Europe. Readings in cultural theory, intellectual history, the history of technology, and art history will help students develop their own interdisciplinary approach to the print. Together we will ask: what makes this medium social? How is cultural critique made visible? What can print cultures teach us about today's practices of engaging with images digitally?

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2 pages) as well as discussion; three group meetings in WCMA, the Clark, and Chapin Library

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this course, students will write a minimum of 20 pages broken up over several shorter analytical essays. Moreover, they will also write brief responses to their partners' essays in which they consider the craft of writing and composition. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800 Courses

Fall 2019

TUT Section: T1 TBA Kailani Polzak

ARTH 240 (F) Histories, Communities, and Collections

What can the College's collections of documents, artifacts, art objects, natural history specimens, and rare books--whether housed in the Special Collections of the Library, Archives, or at the Williams College Museum of Art (WCMA)--teach us about our institutional past? How do we put that past into dialogue with our present? Planned specifically to engage with the WCMA's *The Field is the World*, an exhibition that investigates two invisible histories contained within collections here on campus, this course will approach the questions of histories, communities, and collections in two ways. First, in lectures we will survey the history of collecting in Europe and the United States from the eighteenth century up to critical reinterpretations by contemporary artists and consider how collecting was often tied to other endeavors like establishing national institutions, researching human variety, representing colonial expansion, or documenting missionary efforts. Second, in interactive sessions we will meet with curators, librarians, and guest speakers to look at objects first hand and to discuss the relationship between collecting and scholarship. Over the course of the semester we will examine the historical models of knowledge production and audience engendered by collections and their display. Moreover, we will work together to formulate new models of interpretation that address overlooked histories and engage with the current interests of our campus community.

Class Format: two 75-minute meetings per week; one in lecture format, the other in discussion format

Requirements/Evaluation: participation in interactive sessions, weekly written responses, one 3- to 4-page essay, one 8- to 10-page final project (proposal for an exhibition or a recontextualization)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: for interactive sessions at WCMA and the Library space will be limited

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 243 (F) Chemical Intimacies (DPE)

Cross-listings: SCST 233 WGSS 233 STS 233 ARTH 243 ENGL 243

Secondary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 233 (D2) WGSS 233 (D2) STS 233 (D2) ARTH 243 (D2) ENGL 243 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Not offered current academic year

ARTH 244 (S) City, Anti-City, and Utopia: Town Planning from 1500 to 1800

The Italian Renaissance gave us our modern conception of the ideal city, whose geometrically regular form was both symbol and instrument of a perfectly ordered society. This alluring notion has preoccupied artists and theorists from Michelangelo and Thomas More to Albrecht Dürer and Christopher Wren; it achieved tangible form in such new capitals as St. Petersburg and Washington, D.C. But the West has remained characteristically ambivalent about the city, especially in the United States, an ambivalence reflected in persistent attempts to decentralize the city (Frank Lloyd Wright), to beautify it (the City Beautiful Movement), reshape it (Urban Renewal) or abandon it (suburbanization). This course looks at the roots of those movements, and the development of urban and anti-urban thought from the Renaissance to the Industrial Revolution. Topics include Renaissance fortification design, the colonial cities of the New World, the picturesquely landscaped English garden, and the separatist societies that sought to create communal utopias in the wilderness.

Requirements/Evaluation: one paper (10-20 pages) and a simple design project, weekly study questions and a final exam (weighted respectively at

30, 20, 20, and 30% of the grade)

Prerequisites: none

Enrollment Limit: 45

Enrollment Preferences: Art majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 246 (F) Do You See What I See?!

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on many variables--who we are, where we are and what we choose to look at. It also depends on what tools we bring to bear. This class is an opportunity to assemble a useful tool kit for the challenging visual environments of the 21st century. Image study will be central as we wander freely in space and time, but the goal is not to master a body of canonical examples. Rather, we will consider different ways of seeing, and practice transferable skills of viewing diverse materials. The approach will be comparative and interrogative; case studies will range from coinage to painting, from advertising to monumental sculpture. Along the way, we will consider what "art" is, what a visual culture is, and how different visual cultures might overlap in the global arena. Students will look, sketch and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

Class Format: discussion

Requirements/Evaluation: short writing assignments and class presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 249 (S) Introduction to Visual Cultures of Contact (DPE)

This introductory lecture course will survey the visual and material products of European contact with Asia, Oceania, Africa, and the Americas between 1500 and 1900. This period witnessed the establishment and loss of Spanish, English, and French colonies, a proliferation of exploratory voyages, and the abolition of the transatlantic slave trade. Some of our objects of study will be European in origin from well-known artists including Rubens, Velasquez, Reynolds, and Gauguin. In many cases we will be asking questions about circulation--whether we are looking at Tupi featherwork from Brazil brought to Europe, Flemish prints adapted by artists in Central and South America, or tattoos on the bodies of people traveling to and from Tahiti. Against the backdrop of these context-specific case studies, students will be asked to consider contact, colonialism, exchange, and appropriation more conceptually.

Requirements/Evaluation: midterm exam, final exam, five 1-page assignments, research paper (7-9 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Art majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement in its investigation of the constructions of difference precipitated by intercultural contact and in its discussion of critical readings that will help students analyze the histories of difference and power. Students will not only learn about the past, but also work together to come up with methodological approaches that speak to the continuing effects of these histories.

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Cross-listings: ARAB 259 ARTH 259 AFR 259

Primary Cross-listing

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

Prerequisites: none, although an introductory course in art history or Islamic studies would be useful

Enrollment Limit: 25

Enrollment Preferences: students who have declared a major in Art History or Africana Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 259 (D1) ARTH 259 (D1) AFR 259 (D2)

Attributes: GBST African Studies Electives

Spring 2020

LEC Section: 01 Cancelled

ARTH 262 (S) Modern Architecture

A century ago, the Modern Movement promised the most sweeping cultural transformation since the Renaissance. Architecture was only one lobe of a comprehensive movement that embraced literature and painting, music and theater, all aspiring to the same radical emancipation from traditional form and structures of authority. What happened? How and why did modern architecture abandon its utopian vision. Students will explore the major developments in Western architecture from 1900 to the present, and become familiar with its major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, and Hadid. Students will learn a variety of skills: design a 1000-square foot vacation house; present to the class an analysis of a building; and organize a small exhibition of architectural treatises in the Chapin Library.

Requirements/Evaluation: two hour tests and a design project including drawings and a written statement

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: juniors and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Michael J. Lewis

ARTH 264 (F) American Art and Architecture, 1600 to Present

Cross-listings: ARTH 264 AMST 264

Primary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

Enrollment Limit: 60

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 264 (D1) AMST 264 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Michael J. Lewis

ARTH 265 (S) Pop Art (WS)

Cross-listings: AMST 265 ARTH 265

Primary Cross-listing

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Requirements/Evaluation: one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 265 (D1) ARTH 265 (D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am C. Ondine Chavoya

ARTH 270 (S) Visual Arts of Japan**Cross-listings:** ASST 270 ARTH 270**Primary Cross-listing**

This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post-Impressionist paintings, for example).

Requirements/Evaluation: three 30- to 40-minute quizzes, two short papers, film screening, class attendance**Prerequisites:** none**Enrollment Limit:** 35**Expected Class Size:** 35**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 270 (D1) ARTH 270 (D1)

Attributes: GBST East Asian Studies Electives**Not offered current academic year****ARTH 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia****Cross-listings:** REL 272 ARTH 272 ASST 272**Primary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Requirements/Evaluation: 3 fifteen-minute quizzes, 1 three to five-page paper, 1 eight to ten-page paper, a midterm, and a final exam**Prerequisites:** none**Enrollment Limit:** 25**Expected Class Size:** 25**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Murad K. Mumtaz

ARTH 273 (S) The Arts of the Book in Asia**Cross-listings:** ARTH 273 ASST 273**Primary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting

from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

Requirements/Evaluation: 2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 273 (D1) ASST 273 (D1)

Not offered current academic year

ARTH 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

Primary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ju-Yu Scarlett Jang

ARTH 278 (F) The Golden Road to Samarqand

Cross-listings: ARAB 278 ARTH 278

Primary Cross-listing

The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history--an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time--from the 10th to the 20th century--concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final

Prerequisites: none

Enrollment Limit: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 278 (D1) ARTH 278 (D1)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

ARTH 281 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit

Cross-listings: REL 280 ARTH 281 ANTH 281

Secondary Cross-listing

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANTH, SOC and ARTH majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 280 (D2) ARTH 281 (D2) ANTH 281 (D2)

Not offered current academic year

ARTH 284 (F) The Postwar Avant-Gardes

Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war's displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

Requirements/Evaluation: midterm exam, final exam, one short 2-page writing assignment, one 6- to 8-page research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 286 (F) Japanese Popular Visual Culture

Cross-listings: ARTH 286 ARTH 586 ASST 186 COMP 186

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 286 (D1) ARTH 586 (D1) ASST 186 (D1) COMP 186 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

ARTH 301 (F)(S) Methods of Art History (WS)

This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; art and the material world; art, gender, and sexuality; and art as a global phenomenon.

Class Format: discussion

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word writing project

Prerequisites: any 100-level ARTH course or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Art History majors and required of them

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both outside of class in office hours and also in class.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Kailani Polzak

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Kailani Polzak

ARTH 303 (S) Museums: History and Practice

Cross-listings: LEAD 301 ARTH 303 ARTH 501

Secondary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in the institutions of our time. The seminar will focus on museums past and present internationally as it also considers the future of museums, doing so as it examines governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues associated with the repatriation and restitution of cultural property. The course will consider current trends in exhibition, public education and other programming in art museums that range in size and type from the "encyclopedic" or "universal" to newly established contemporary arts institutions and alternative spaces. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 301 (D1) ARTH 303 (D1) ARTH 501 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Michael Conforti

ARTH 305 (F) Queer Art, Queer Archives

Focusing on a number of recent museum exhibitions dedicated to queer art and artists in the U.S. and abroad, this course critically examines the emergence of queer art histories. How are queer art histories being written and presented? And how is queer art being collected and preserved? We will explore these questions (and others) through the lens of the archive and the research and collecting practices associated with archives. As a class, we will critically examine the role, limits, and possibilities of archives in art historical research, curatorial practice, and museum exhibitions. Course readings will consider various historical, theoretical, and methodological approaches to the archive and curatorial practice. We will also consider artists' archives and what has been described as an "archival impulse" in contemporary art. This course is being developed in conjunction with Williams College Museum of Art's presentation of the traveling exhibition Axis Mundo: Queer Networks in Chicano L.A., the first historical exhibition on queer Latinx art. Select assignments and student presentations will encourage first-hand experience with artworks in the exhibition.

Requirements/Evaluation: multiple short writing and bibliographic exercises; regular oral presentations; research paper (18-20 pages) written in stages and revised and expanded over the semester

Prerequisites: ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: none

Enrollment Preferences: senior majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm C. Ondine Chavoya

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

ARTH 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

Cross-listings: ARTH 314 HIST 314 ASST 314

Secondary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching

South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper

Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

Enrollment Limit: none

Enrollment Preferences: graduating seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 314 (D2) HIST 314 (D2) ASST 314 (D2)

Attributes: ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia, Murad K. Mumtaz

ARTH 327 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227 ARTH 327 ARTH 527

Primary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 227 (D1) ARTH 327 (D1) ARTH 527 (D1)

Fall 2019

ARTH 330 (S) Michelangelo: Biography, Mythology, and the History of Art

One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography--and mythology--of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern ring. But what are the limits of our knowledge, and what are the boundaries of interpretation? And how might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the artist and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the quality and improvement of written work (5 weekly papers and 5 response papers, and a final written exercise addressing major themes of the tutorial), and oral dialogue

Prerequisites: one ARTH course of any level; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 332 (F) Abstraction in Action: Global Modern and Contemporary Art (WS)

Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion--to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately, the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

Class Format: biweekly seminar, with one lecture session and one discussion session

Requirements/Evaluation: participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

Prerequisites: must have previously taken one Art History course in any area

Enrollment Limit: 19

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete short written assignments and will prepare a final paper in three stages throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800 Courses

Fall 2019

ARTH 335 (S) Uncovering Williams

Cross-listings: ARTH 335 AMST 335

Secondary Cross-listing

Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

Prerequisites: sophomore standing or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 335 (D1) AMST 335 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

ARTH 337 (S) Visual Politics

Cross-listings: ARTH 337 PSCI 337

Secondary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, cognitive science, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Crary, Deleuze, Fanon, Foucault, Freedberg, Garland-Thompson, Hobbes, Kittler, Machiavelli, Mercer, Mitchell, Mulvey, Plato, Rancière, Sartre, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and three 7- to 8-page papers

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 337 (D1) PSCI 337 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Mark T. Reinhardt

ARTH 338 (S) The Romantic Revolution: Art and Experience in 19th-Century Europe

This course explores major moments in nineteenth-century European painting and sculpture in relation to sweeping transformations across multiple dimensions of human experience, including aesthetics, philosophy, psychology, politics, and beyond. Key artists include Friedrich, Delacroix Blake, Turner, Courbet, and many others. In each case we will interrogate their work across multiple art historical and intellectual perspectives, at once with a view to unveiling larger developments, but also to make the case for works of art as powerful bearers of meaning, and shapers of experience, in and of themselves. Assignments keyed to introducing students to a range of art historical methods and modes of argument and interpretation.

Class Format: combination lecture and discussion

Requirements/Evaluation: two research papers approximately 10 pages each; final exam; additional short reports

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Marc Gottlieb

ARTH 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Primary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 Cancelled

ARTH 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Primary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019

SEM Section: 01 Cancelled

ARTH 348 (S) Women, Men and Other Animals (DPE)

Cross-listings: ARTH 348 ENGL 348 WGSS 348 SCST 348 STS 348

Secondary Cross-listing

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal—indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 348 (D2) ENGL 348 (D2) WGSS 348 (D2) SCST 348 (D2) STS 348 (D2)

Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year

ARTH 358 (S) Latinx Installation and Site-Specific Art

Cross-listings: ARTH 358 LATS 358

Secondary Cross-listing

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Class Format: discussion

Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation

Prerequisites: LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 358 (D2) LATS 358 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm C. Ondine Chavoya

ARTH 363 Space into Place: Composing Modernity through Maps and Landscape Paintings, 1500-1900

Colonial expansion and growing trade networks created new needs for picturing the globe in early modern Europe. In other words, globalization required a world broken down into concrete units that could be known and recognized. The artistic and the cartographic were two fundamental modes of representing space. What we might learn by bringing landscape paintings and maps together in dialogue? What are the aesthetic expectations of each genre? How were subject, scale, perspective, and proportion determined and by whom? Moving beyond a binary opposition of science versus art, we will study conventions and changes in mapmaking and landscape painting from the sixteenth to nineteenth centuries to analyze shifting conceptions of national identity, modernity, and the relation of humans to nature. Course lectures and an interdisciplinary array of readings will provide historical and conceptual support for object-based discussions in the Williams College Museum of Art, the Chapin Rare Book Library, and at the Clark Art Institute.

Class Format: this course will meet twice per week, the first meeting will be in the format of a lecture, the second will be a seminar-style discussion

Requirements/Evaluation: two short papers (4-5 pages), one longer final paper (10-12 pages), presentations, and participation in discussion

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 10

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Secondary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 367 (D1) ENGL 367 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ARTH 376 (S) Zen Buddhist Visual Culture: The Path to Nirvana

Cross-listings: ASST 376 ARTH 376 REL 252

Primary Cross-listing

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing

skills.

Class Format: class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 376 (D1) ARTH 376 (D1) REL 252 (D1)

Not offered current academic year

ARTH 400 (F) Clark Visiting Professor Seminar: writing TO art

Cross-listings: ARTH 400 ARTH 500

Secondary Cross-listing

In this seminar, we will think about writing TO art and for it, rather than merely about it; but first, we will think about how we think. I intend that we read essays and stories that confront the ways in which we think. That might sound abstract, but in fact it is rather concrete: we bring to works of art our predilections or tastes, psychologies, politics, habits of mind, in short, our subjectivity. We are not blank slates, art is not, either. Art is layered with its own history, and histories, criticisms, reactions, rejections, movements. Art is not static. How do we writers move with art, confront our reactions, and ask why we have them. To me, one of the most important aspects in writing is judging one's own reactions, for instance, in the choice of words. To that end, that of confronting our thinking, we will read, among other things: Adorno's "Coming to Terms with the Past;" Joan Scott's "The Evidence of Experience;" Kafka's "Josephine the Mouse Singer and the Mouse People," and "The Hunger Artist;" Freud's "Notes on War and Death," and Craig Owens', "On Speaking to Others" and "Feminism and Post-Modernism." We will also read some of my anti-art art criticism, or what I call stories written in relationship to art. Some of these employ fictions, some not. We will read a few of my "Madame Realism" pieces, as well as essays on Warhol and some other contemporary artists. We will do some writing. We will visit with or be visited by critics and/or artists. We will look at art in galleries, and write about what we have seen.

Requirements/Evaluation: writing assignments, participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students get preference; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 400 (D1) ARTH 500 (D1)

Fall 2019

SEM Section: 01 T 1:10 pm - 4:00 pm Lynne Tillman

ARTH 403 (S) Clark Visiting Professor Seminar: Ethics of Abstraction

Cross-listings: ARTH 403 ARTH 503 ARTH 400 ARTH 500

Secondary Cross-listing

The course will interrogate abstraction as a strategy in 20th and 21st century art around the globe, and its manifold implications for political projects of being, seeing, and knowing together. We will look at how various artists turn to non-representation as a means for thinking differently about issues as divergent as flatness, vision, progress, decay, identity, violence, solidarity, negation, and protest. How might we read acts of judgment performed by

abstract artists, i.e., separating what is alien from that which is intrinsic, as ethically activated? How do we account for the ways abstraction has figured centrally not only in modernist art histories, but also in economic and political theories (as in the abstraction of use into exchange value)? How, too, have representation and figuration (as ostensible opposites of abstraction) been positioned as ethical tactics? We will take an object-oriented approach that foregrounds the complexity of movement between "thing" and abstract "effect," examining divergent valences from postwar abstract painting up to contemporary abstraction as it supports coded meanings, eccentricities, and alternative (feminist, queer, marginal, racialized) formations.

Requirements/Evaluation: research paper, class presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 403 (D1) ARTH 503 (D1) ARTH 400 (D1) ARTH 500 (D1)

Not offered current academic year

ARTH 404 (F) The Enemies of Impressionism, 1870-1900

This class explores European and international painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Once dismissed as trivializing, sensationalizing, politically suspect, kitsch, and simply "bad"-- much of this art has attracted new attention and enthusiasm in recent years. Focus on aesthetic theory, narrative, cinema, and -- most of all -- viewer experience. Artists include Gérôme, Bouguereau, Alma-Tadema, and many others.

Requirements/Evaluation: readings and research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 405 (F) Seminar in Architectural Criticism

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility--or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Requirements/Evaluation: students will write and revise six papers (5-7 pages) during the semester

Prerequisites: any 100 level ARTH course or permission of instructor

Enrollment Limit: 11

Enrollment Preferences: junior Art History majors

Expected Class Size: 11

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: AMST Space and Place Electives

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

ARTH 408 (F) Modernism in Brazil (DPE)

Cross-listings: ARTH 408 COMP 408

Primary Cross-listing

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes. But what did "Brazilianness" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 408 (D1) COMP 408 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Not offered current academic year

ARTH 412 (S) The Politics of Aesthetics: Collaboration and Participation in Contemporary Art

The social turn is a hallmark of contemporary art, as artists since the 1960s turned from the art object toward dynamic exchanges with the public, from sole author to collaborative engagement. This seminar provides a theoretical framework to historicize as well as to critically analyze the promise and pitfalls of collaborative works, of favoring active participants over passive spectators, and of the meteoric rise of what is now commonly known as "social practice" art. A wide range of case studies from around the world will also allow us to delve into the intersections and productive tensions between aesthetics and politics, or between art and life.

Requirements/Evaluation: discussion questions, weekly presentations on either a text or an artist, three response papers, final 12- to 15-page paper

Prerequisites: must have previously taken an Art History course

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 7

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance

Cross-listings: THEA 416 COMP 404 WGSS 416 ARTH 416

Secondary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

Requirements/Evaluation: in-class discussion, partner presentation, weekly reading responses, final project

Prerequisites: WGSS 101

Enrollment Limit: 15

Enrollment Preferences: WGSS majors, students with previous performance studies coursework

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 416 (D1) COMP 404 (D2) WGSS 416 (D2) ARTH 416 (D2)

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Vivian L. Huang

ARTH 420 (S) Architecture and Sustainability in a Global World

Cross-listings: GBST 420 ARTH 420 ENVI 420 EXPR 420

Primary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: travel funds will be provided by a Class of 1963 Sustainability development grant

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 420 (D1) ARTH 420 (D1) ENVI 420 (D1) EXPR 420 (D1)

Not offered current academic year

ARTH 422 (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia

Cross-listings: REL 422 COMP 422 ARTH 422

Primary Cross-listing

How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Requirements/Evaluation: class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 422 (D2) COMP 422 (D1) ARTH 422 (D1)

Not offered current academic year

ARTH 424 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art

Cross-listings: ARTH 523 ARTH 424

Primary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 523 (D1) ARTH 424 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

SEM Section: 01 F 1:10 pm - 3:50 pm Peter D. Low

ARTH 430 (F) Aesthetics and Human Variety: European Representations of Oceania

Using European representations of the inhabitants of Oceania as the primary materials of our investigation, this seminar will explore the connections to be made among theories of beauty, practices of art making, and the construction of race as a scientific concept in the second half of the eighteenth century and the beginning of the nineteenth century. In Europe, this was a period that gave rise to aesthetics as a branch of philosophy, to several theories of the origins of human difference, to debates over the abolition of slavery, and to no fewer than fifteen expeditions to the Pacific Ocean. This course will investigate the crucial role that pictures played in all of these developments. Though students will not be required to write their research papers on pictures of Oceania, they should consider the central questions of the course: What purposes do the various conceptions of race serve? What are the aesthetic assumptions made by theorists of race? How do models of making art influence European ideas about foreigners? How do the pictures of foreign peoples impact the construction of race?

Requirements/Evaluation: class discussion, weekly reading responses, an oral presentation, and a 15- to 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 434 (S) Renaissance Time

Time defines the Renaissance, whether framed as the "rebirth" of the past or the foundation of the present. Either way, past historians molded this period with time as their medium, fixing the Renaissance at the dynamic center of history. Flowing from historiographic foundations, this course will follow diverse art historical streams of Renaissance time to the present. How do Renaissance images play along by pointing to times outside of their frames? What are the implications for the historical worlds-the contexts-we build around objects in order to understand them? How do we navigate the role our own perspectives, interests, and desires play in the form we give to the past? How has time shaped the historic hegemonies of geographic place, and how might we re-deploy temporal strategies to dislodge them? This is a Renaissance course that explores topics fundamental to the broader history of art, and one that ranges widely in focus from the theoretical to the concrete. We will base our discussions both on class readings and on object-based assignments in local museums designed to explore the living relationships we forge with the art of cultures long since gone. Accordingly, students will spend (lots of) time with Renaissance works at the Clark Art Institute, and work with/at WCMA to shape new narratives that bridge past and present while honoring them both.

Class Format: component of museum-based coursework

Requirements/Evaluation: class discussions and written preparation (students have a range of choices); two brief essays based on museum assignments (one with wall label); and a 10- to 15-page research paper

Prerequisites: one 100-level Art History course and any other Art History course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Art History and History majors and graduate students in the History of Art

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Stefanie Solum

ARTH 435 (F) The Medieval Object

Cross-listings: ARTH 535 ARTH 435

Primary Cross-listing

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

Class Format: three hours per week

Requirements/Evaluation: class participation, oral presentation, 15- to 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 535 (D1) ARTH 435 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 438 (S) Ambrotypes to Instagram: Photography and the Human Portrait

"A portrait! What could be more simple and more complex, more obvious and more profound?" exclaimed the nineteenth-century poet and critic Charles Baudelaire. With the invention of photography in the first half of the nineteenth century and with the digital revolution of the twentieth, portraiture arguably became more simple and more complex, more obvious and more profound. In this seminar, we will explore this complicated and fascinating history. Photographic portraits are fine art and vernacular culture. They serve private and public functions. They help to fashion the self and construct group identity. They disguise and disclose the truth. In the classroom, galleries, and archives, we will investigate the problems of likeness and semblance, veracity and credibility. We will delve into the conflict between representations of individuals and representations of types, and we will attend to the complicated, sometimes fraught, relationship between photographer and subject, even when they are one and the same.

Requirements/Evaluation: class participation, short essays, individual presentations, and a final research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Primary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

ARTH 442 (F) Richardson, Sullivan, Wright: The Roots of American Modernism

Should a building express the facts of its program and materials--directly and without sentimentality? Or should a building be a physical manifestation of the personality and ego of its creator? These demands--one of radical objectivity, and one of radical subjectivity--seem to be mutually exclusive, yet together they form the basis for modern architecture at the start of the 20th century. The architectural lineage of Louis Sullivan, H. H. Richardson, and Frank Lloyd Wright is distinguished by the high degree of tension between the competing demands of factuality and selfhood. This seminar explores the theoretical roots of their architecture, its philosophical sources in transcendentalism, Unitarianism, German romanticism; and treating such aspects as decorative arts, architectural education and theory, and architectural autobiography.

Requirements/Evaluation: one hour presentation, 20-page paper

Prerequisites: any 100-level ARTH course or consent of instructor

Enrollment Limit: 11

Enrollment Preferences: senior Art majors and graduate students

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 462 (F) Art of California: Pacific Standard Time

Cross-listings: ARTH 562 ARTH 462 LATS 462 AMST 462

Primary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

Prerequisites: ARTH 102

Enrollment Limit: 15

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 562 (D1) ARTH 462 (D1) LATS 462 (D2) AMST 462 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ARTH 466 (S) Hellenistic Art and the Beginning of Art History

Cross-listings: ARTH 466 CLAS 466

Primary Cross-listing

In the wake of Alexander the Great's extension of the borders of the classical world all the way to the banks of the Indus River in the fourth century BCE, the small city-states of the Greek peninsula were replaced by far flung kingdoms as important centers of power and culture. Vastly increased trade and the movement of individuals between Greece, Egypt, and the Near and Middle East encouraged a new internationalism marked by a cross-cultural hybridization of religion, and innovations in philosophy, medicine, literature and art. This cosmopolitan attitude brought about a revolution in artistic ideas and forms centered on the social and ethnic diversity of human experience. Royal patrons, and wealthy private citizens including an increasing number of women, commissioned artworks for cities, sanctuaries, tombs, palaces, and estates on a scale rarely seen before. With the rise of Rome in the west, plundered artworks of earlier periods soon became the desired objects of wealthy collectors, and commissions in the Hellenistic style continued well into the Roman period. In this course we'll look closely at influential works of art in bronze, marble, fresco, and mosaic, and consider their archaeological, social and political contexts. We'll discuss the changing status of artists as patronage shifts to include the private as well as the public realm, and research the broader philosophical, religious, literary and cultural forces that encouraged artistic innovations of the fourth century BCE through first century CE. Reading material includes ancient literature in translation, recent surveys of Hellenistic art, and recent critical essays.

Requirements/Evaluation: students will lead discussions based on selected readings; a 5- to 7-page midterm paper and 20 minute oral report will form the basis for an 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art majors, and then to students of any major interested in art and thought in the ancient Mediterranean world, with permission of instructor

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Unit Notes: ARTH Seminar Requirement

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 466 (D1) CLAS 466 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 468 (S) Practicum in Curating: Visual Art for a Garden

Cross-listings: WGSS 468 ARTH 468

Primary Cross-listing

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby's new "Living Museum" initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews), reading and critiques of others' work, in-class presentation of two drafts of the final paper and installation

Prerequisites: at least one 100-level course in ARTH

Enrollment Limit: 10

Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed \$100)

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 468 (D1) ARTH 468 (D1)

Not offered current academic year

ARTH 470 (S) Image-making, Orientalism and Visual Culture (DPE)

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles--witness, surrogate, instigator, supplicant--and travel freely across political, religious and cultural boundaries. This course is about three regions--United States, France and the Persian sphere--and the images that mediate and document their interactions. Along the way, we will address important issues like iconoclasm and aniconism, common types like veiled women and pious men, and asymmetrical relationships like Orientalism. The peculiar nature of portraiture will be a prominent theme.

Class Format: seminar

Requirements/Evaluation: class participation, term project

Prerequisites: any ARTH class or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Art majors

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement in its emphasis on comparative cultures and its effort to promote understanding of stereotypes, differences, and contextualized meanings in diverse settings. Images operate between and among individuals and communities, reflecting differences of identity, power, and perspective. This course is an opportunity to articulate how such differences are visually manifest in painting and photography across political and cultural boundaries.

Attributes: AMST Arts in Context Electives

Not offered current academic year

ARTH 472 (F) Timelines

Art is really time-consuming--to make, to view, to use, to understand. We enshrine it, excavate it, curate it, deploy it and sometimes we deliberately destroy it. We are always telling stories about the stuff. We seem to think that we control these many fabled things, though they meddle endlessly in the spaces between self and other, human and divine. Great art can be inspiring, enabling people to transcend time, or it can be traumatizing, making time stop altogether. Or both! To explore such powers, we will begin in the 19th century, when commonplace notions of past and present wobbled seriously with the invention of photography and the avid pursuit of archaeology. Thereafter, we will operate across time and space, with particular reference to the Middle East, where art has figured in many religions and also many conflicts. There will be no single story-line, but rather a series of case studies and hands-on projects; we will consider materials ranging from iconic paintings and sacred spaces to calendar art and photojournalism. Along the way, creativity and iconoclasm will be recurring themes. Choose this class if you are curious about the agency and power that art wields in our lives.

Class Format: will include making, breaking, and writing as well as discussion of assigned readings

Requirements/Evaluation: regular attendance and active class participation, Glow Posts, term project

Prerequisites: one studio or art history class

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 R 1:10 pm - 3:50 pm Holly Edwards

ARTH 474 (S) Brazilian Art in the 20th Century: Aesthetics, Internationalism, Utopia

In 1924 the modernist poet Oswald de Andrade radically called for Brazilians to engage in cultural "anthropophagy"--to cannibalize from European modernist ideas and synthesize these with local aesthetic and cultural values. Toward the mid-20th century, the narrative of Brazilian art was marked by the desire on part of artists and intellectuals to problematize its place in Latin America, and vis-à-vis the European avant-gardes. They did so with a strong utopian perspective, developing aesthetic strategies to confront and transcend Brazil's underdevelopment. Yet ideas around nationalism, internationalism, and utopia shifted dramatically when a military dictatorship came to power between 1964 and 1985. How did artists and intellectuals rethink the role of aesthetics in such critical sociopolitical conditions? How did these terms shift again after Brazil returned to democracy, and soon aggressively entered an increasingly globalized economic system? Our seminar will delve into these complex relationships for a comprehensive understanding of the development of modern and contemporary Brazilian art. This is a Writing Intensive course, and there are no prerequisites to enroll.

Requirements/Evaluation: weekly presentations, two review exercises, four 5-page papers

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 494 (S) Thesis Seminar

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honors' thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Requirements/Evaluation: once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art

Prerequisites: for requirements of entry into the course, please see "The Degree with Honors in Art, Art History"

Enrollment Limit: 8

Enrollment Preferences: permission of instructor required

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the Art History seminar requirement

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Michelle M. Apotsos

ARTH 497 (F) Independent Study: Art History

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Elizabeth P. McGowan

ARTH 498 (S) Independent Study: Art History

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Elizabeth P. McGowan

ARTH 500 (F) Clark Visiting Professor Seminar: writing TO art

Cross-listings: ARTH 400 ARTH 500

Primary Cross-listing

In this seminar, we will think about writing TO art and for it, rather than merely about it; but first, we will think about how we think. I intend that we read essays and stories that confront the ways in which we think. That might sound abstract, but in fact it is rather concrete: we bring to works of art our predilections or tastes, psychologies, politics, habits of mind, in short, our subjectivity. We are not blank slates, art is not, either. Art is layered with its own history, and histories, criticisms, reactions, rejections, movements. Art is not static. How do we writers move with art, confront our reactions, and ask why we have them. To me, one of the most important aspects in writing is judging one's own reactions, for instance, in the choice of words. To that end, that of confronting our thinking, we will read, among other things: Adorno's "Coming to Terms with the Past;" Joan Scott's "The Evidence of

Experience;" Kafka's "Josephine the Mouse Singer and the Mouse People," and "The Hunger Artist;" Freud's "Notes on War and Death," and Craig Owens', "On Speaking to Others" and "Feminism and Post-Modernism." We will also read some of my anti-art art criticism, or what I call stories written in relationship to art. Some of these employ fictions, some not. We will read a few of my "Madame Realism" pieces, as well as essays on Warhol and some other contemporary artists. We will do some writing. We will visit with or be visited by critics and/or artists. We will look at art in galleries, and write about what we have seen.

Requirements/Evaluation: writing assignments, participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students get preference; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 400 (D1) ARTH 500 (D1)

Fall 2019

SEM Section: 01 T 1:10 pm - 4:00 pm Lynne Tillman

ARTH 501 (S) Museums: History and Practice

Cross-listings: LEAD 301 ARTH 303 ARTH 501

Primary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in the institutions of our time. The seminar will focus on museums past and present internationally as it also considers the future of museums, doing so as it examines governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues associated with the repatriation and restitution of cultural property. The course will consider current trends in exhibition, public education and other programming in art museums that range in size and type from the "encyclopedic" or "universal" to newly established contemporary arts institutions and alternative spaces. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 301 (D1) ARTH 303 (D1) ARTH 501 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Michael Conforti

ARTH 503 (S) Clark Visiting Professor Seminar: Ethics of Abstraction

Cross-listings: ARTH 403 ARTH 503 ARTH 400 ARTH 500

Primary Cross-listing

The course will interrogate abstraction as a strategy in 20th and 21st century art around the globe, and its manifold implications for political projects of being, seeing, and knowing together. We will look at how various artists turn to non-representation as a means for thinking differently about issues as divergent as flatness, vision, progress, decay, identity, violence, solidarity, negation, and protest. How might we read acts of judgment performed by abstract artists, i.e., separating what is alien from that which is intrinsic, as ethically activated? How do we account for the ways abstraction has figured centrally not only in modernist art histories, but also in economic and political theories (as in the abstraction of use into exchange value)? How, too, have representation and figuration (as ostensible opposites of abstraction) been positioned as ethical tactics? We will take an object-oriented approach that foregrounds the complexity of movement between "thing" and abstract "effect," examining divergent valences from postwar abstract painting up to contemporary abstraction as it supports coded meanings, eccentricities, and alternative (feminist, queer, marginal, racialized) formations.

Requirements/Evaluation: research paper, class presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 403 (D1) ARTH 503 (D1) ARTH 400 (D1) ARTH 500 (D1)

Not offered current academic year

ARTH 504 (F) Proseminar in Research and Method

The Graduate Program Proseminar on Research and Method explores key topics in contemporary interpretation and practice through readings and classroom discussion with visiting scholars. Each week we will read work authored and/or selected by our class visitor, particularly with an eye to the larger methodological and historiographical issues as they arise from the readings, and more generally in the visitors' field. Visitors will include Clark Fellows, Graduate Program faculty, and others. Students enrolled in the Proseminar will also participate in workshops directed to professional art-historical practice, including research strategies and methods, critical reading, and expository writing.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 R 1:10 pm - 3:50 pm Marc Gotlieb

ARTH 506 (S) An Expository Writing Workshop

A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscurantist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas

successfully.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 M 1:10 pm - 3:50 pm Paul C. Park

ARTH 507 (S) Object Workshop

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Requirements/Evaluation: participation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Grading: pass/fail option only

Distributions: (D1)

Spring 2020

SEM Section: 01 TBA Marc Gotlieb

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 MR 6:30 pm - 8:30 pm Thomas J. Branchick

ARTH 509 (S) Graduate Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: symposium

Requirements/Evaluation: each student will present three practice runs and a final oral presentation at the symposium

Prerequisites: successful completion and acceptance of the Qualifying Paper

Grading: pass/fail option only

Unit Notes: limited to and required of second-year students in the Graduate Program in the History of Art

Distributions: (D1)

Spring 2020

SEM Section: 01 TBA Marc Gotlieb, Emmelyn Butterfield-Rosen

ARTH 510 (F) Approaches to Drawing from Connoisseurship to Conceptualism

This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have pushed the medium's boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The seminar will coincide with a major loan exhibition at the Clark of over one hundred drawings from the Renaissance through contemporary: Drawing in Depth: Master Drawings from the Thaw Collection. The class will be held in the Manton Study Center for Works on Paper and the Clark galleries with visits to the Williams College Museum of Art.

Requirements/Evaluation: involved class participation, several short presentations, one short paper, and a final paper approximately 20 pages

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 512 (F) Why Look at Animals? Some Contemporary Positions

This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as objects for human delectation-to be owned, eaten, or symbolized with-than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.

Requirements/Evaluation: active class participation, presentations, writing assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: MA students, then advanced Art History undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 W 2:00 pm - 4:40 pm Robert Wiesenberger

ARTH 515 (F) Creating Whiteness: Racial Taxonomies in 'American' Art, 1650-1900

Cross-listings: AMST 355 ARTH 515

Primary Cross-listing

"What is race?" "How is a race created?" "What are the racial histories and subsequent political implications of 'American' art?" These are the central questions of our exploration. Drawing on two centuries of making in the Americas--from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day--this object-based seminar for graduate students (and undergraduates with instructor's approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family's images of George Washington and Thomas Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

Requirements/Evaluation: research paper, presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 355 (D1) ARTH 515 (D1)

Not offered current academic year

ARTH 519 (S) Architectural Theory and Modernity, 1750-1968

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but no longer. Why is that? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 15- to 20-page seminar paper, based on comments and discussion following a classroom presentation.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

ARTH 521 (S) Islam and the Image in Indian Painting, c.1450-c.1750

This seminar will explore Indian painting made for Muslim patrons from the medieval period to the early modern era. The course considers how paintings produced for an elite Indo-Muslim audience can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar will also address some of the major problems that continue to haunt Indian art scholarship. For most of its history, the academic study of Indian painting has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts—a curious oversight in light of the fact that miniature painting is primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted miniature paintings. Western museums continue to place paintings made for books and albums in their "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences—even at times bound in the same albums—are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? In order to understand the various intended functions of miniature painting and its possible role as an "Islamic" art, the seminar will explore ways to conceptually reintegrate images and texts belonging to key manuscripts and albums that were dispersed during the colonial and post-colonial periods. To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Murad K. Mumtaz

ARTH 523 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art

Cross-listings: ARTH 523 ARTH 424

Secondary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 523 (D1) ARTH 424 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

SEM Section: 01 F 1:10 pm - 3:50 pm Peter D. Low

ARTH 524 (F) The Watchful Object

What is implied by an object that "watches"? Is it sentient? Animate? Through what apparatus does it gain the power to perceive and in turn generate some type of action? Watchful objects--sometimes known problematically as 'fetishes,' 'idols,' and 'totems'--have existed in numerous material cultures in Africa over time and have often been saddled with titles and labels that largely reflect colonial-era notions of primitivism linked with non-Western objects, spaces, and peoples. Even today, many of these objects are still inappropriately connected to systems of the occult rather than being recognized as crucial cogs in the socio-political, cultural, and spiritual mechanics of lived experience on the continent both past and in some cases present. The purpose of this seminar, thus, is to unpack the multiple identities that these objects have experienced as a way of understanding 1.) the circumstances and situations that catalyzed their production; and 2.) how their various material and metaphorical components function as power-producing elements that enable these forms to become 'watchful' presences in society that operate in accordance with their 'observations' of the human condition. This course will also address how the psychological agency of many of these material traditions has prompted their inclusion and absorption within contemporary artistic practices as well, often in the form of productions and performances that provoke unsettling and often transformative experiences in viewers.

Requirements/Evaluation: in-class presentations, class discussion, and a final research project

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227 ARTH 327 ARTH 527

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 227 (D1) ARTH 327 (D1) ARTH 527 (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Kevin M. Murphy, Stephen C. Sheppard

ARTH 530 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings: CLAS 236 ARTH 530

Primary Cross-listing

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 236 (D1) ARTH 530 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 535 (F) The Medieval Object

Cross-listings: ARTH 535 ARTH 435

Secondary Cross-listing

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

Class Format: three hours per week

Requirements/Evaluation: class participation, oral presentation, 15- to 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 535 (D1) ARTH 435 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 536 (S) Charles and Maurice Prendergrast in WCMA Collections

This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice's Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers' work that may (or may not) prove productive in resituating their place in American art.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 Cancelled

ARTH 540 (F) In Vinculus Invictus: Portraits in Prison

Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

Requirements/Evaluation: oral and written assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then upper level undergraduate Art History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 M 1:10 pm - 3:50 pm Olivier Meslay

ARTH 541 (F) Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud

This interdisciplinary seminar examines the rise of evolutionary biology, a new explanatory paradigm that solidified in Europe in the middle of the nineteenth century, and its ramifications in art and aesthetic theory in the late nineteenth and early twentieth centuries. We will consider how natural histories of creation, and corresponding reclassifications of the human as a species category, went hand in hand with a reconceptualization of the aesthetic faculties, and the processes of art's production and reception. A core component of this seminar will be the close study of key texts by Charles Darwin, and two thinkers who were among the most radical in extending his key insights into the domain of aesthetic theory--the psychoanalyst Sigmund Freud, and the philosopher Friedrich Nietzsche. These primary texts will provide points of departure for studying the work of a number of innovative practitioners working across a range of media, among them the composer Richard Wagner, the Neo-Impressionist painter Georges Seurat, the architect Adolf Loos, the choreographer Vaslav Nijinsky, and the art historian Aby Warburg. Methodologically a major aim of this seminar is to think together critically about the nature of art's relations to other domains of cultural production such as science or philosophy, and to interrogate what it means, both practically and epistemologically, to pursue "interdisciplinarity" as a strategy for art history.

Requirements/Evaluation: seminar presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: PHIL Related Courses

Not offered current academic year

ARTH 542 (F) Insubordinate Bodies: The Body in Conceptual Art in Latin America, 1960-1980

The use of the body--be it the artist's or those of willing and unwilling participants--is among art's most significant developments internationally since the 1960s. In Latin America between the 1960s and 1980s, activating the body not only was a strong conceptual strategy to escape object-based practices; it was also a potent way for artists to disobey and confront forms of violence and control exerted by repressive regimes. But the body too was a forceful medium by which artists could subvert heteronormative frameworks, through the visualization and performance of feminist critiques and queer identities. This seminar will explore the role of the body in Latin American conceptual art through localized case studies, elucidating the body's particular strength as a vehicle for political and institutional critique, as well as its potential to unlock alternate narratives of conceptual practices in the region.

Requirements/Evaluation: active participation and weekly assignments, leading class discussion, three short responses, and final research paper

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 543 (F) Color, High and Low

Why should color in prints be controversial? For most of the nineteenth century--even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production--entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark's collection, this course will explore the range of associations that attached to

color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 M 10:00 am - 12:40 pm Anne R. Leonard

ARTH 544 (S) Women Artists in Paris, 1850-1900

In this seminar, we will examine the historically undervalued contributions of women in the art of the later nineteenth century. During this period, leading artists from around the world, including many women, were drawn to the academies, museums, salons, and studios of Paris. While women were largely excluded from formal training, many nonetheless navigated the complex systems of artistic production. We will focus on this multinational group of talented women (including Marie Bashkirtseff, Rosa Bonheur, Anna Ancher, Mary Cassatt), and we will assess their work against contemporary sociopolitical thought and aesthetic theories. Readings will draw upon early critical reviews of public exhibitions, biographical materials, studies of pedagogical and institutional practices, and social histories of art. In and through these materials, we will explore the marginalizing narrative that was created for women artists in Paris, and, most importantly, we will reconstruct an alternative history through our discussions and class presentations.

Requirements/Evaluation: seminar presentations and research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference given to graduate students and then to senior Art History majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 545 Architectural Theory in Crisis

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

Class Format: presentations

Requirements/Evaluation: several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

Prerequisites: permission of instructor

Enrollment Limit: 11

Enrollment Preferences: Graduate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 546 (F) *Texere: The Material Philosophy of Print and Textile, ca. 1500-1900*

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin *texere*: to weave. As this etymological root indicates, the action of making cloth provides the metaphoric structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 R 10:00 am - 12:40 pm Caroline O. Fowler

ARTH 547 (S) *The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond*

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

Requirements/Evaluation: presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced Art History major undergrads

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 548 (S) *Landscape, Theory, Ideology*

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMA's collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 R 10:00 am - 12:40 pm Horace Ballard

ARTH 549 (F) Art, Biology, Beauty

This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world--gender difference broadly but also more specifically racial difference in the human species--motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

Requirements/Evaluation: seminar participation, presentations, research paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 T 10:00 am - 12:40 pm Emmelyn Butterfield-Rosen

ARTH 550 (S) The History, Theory, and Problem of Connoisseurship

The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vaguery-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 M 10:00 am - 12:40 pm Esther Bell

ARTH 554 (S) The Matrix and the Market: Printmaking and Photography in the Nineteenth Century

During the last half of the 19th century, technical, commercial, and aesthetic approaches to printmaking and photography experienced dramatic paradigm shifts. Etching, for example, simultaneously functioned as a reproductive medium and one that carried experimental, vanguard associations. Practitioners of lithography strove to distance themselves from denigrating commercialism and raise the medium's status to a respected art form. Photography, in turn, negotiated the boundaries between "documentary" and "artistic." This seminar will address the complex issues that swirled around printmaking and photographic matrices, critical responses to the various processes, artist-driven initiatives, and the formative role of the art market and book trade in shaping popular opinion. We will consider these topics across political and geographic borders from Europe to the United States, reading both primary and secondary sources. The class will be held in the new Manton Study Center for Works on paper with visits to Chapin library and the Williams College Museum of Art likely.

Class Format: seminar

Requirements/Evaluation: students will be responsible for readings and involved class discussion; several short and one long presentation; and a final paper (20-25 pages)

Enrollment Limit: 12

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 562 (F) Art of California: Pacific Standard Time

Cross-listings: ARTH 562 ARTH 462 LATS 462 AMST 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

Prerequisites: ARTH 102

Enrollment Limit: 15

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 562 (D1) ARTH 462 (D1) LATS 462 (D2) AMST 462 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ARTH 563 (F)(S) Contemporary Curatorial Workshop

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets all year

Prerequisites: graduate art students

Enrollment Limit: 25

Enrollment Preferences: only open to graduate students

Expected Class Size: 25

Grading: pass/fail option only

Distributions: (D1)

Fall 2019

SEM Section: 01 TBA Victoria Brooks

Spring 2020

SEM Section: 01 TBA Victoria Brooks

ARTH 567 (F) What is Art Criticism? Current Debates, Past Precedents

Taking as its point of departure recent debates concerning a purported "crisis" of art-criticism, this seminar considers traditions of writing about the work of living artists in modernity. We will begin with current literature and then pivot back to the eighteenth century, tracing a sequence of episodes in art criticism's evolution as a genre by looking at key works of art as mediated by their first critics. Emphasis will be placed on close readings of primary historical texts as prompts for thinking through the following broad questions, among others: What is critique, and what is art criticism? Is the art critic a judge, a historian, a partisan, a participant, or an artist in her own right? How do forms of distribution impact the content of art criticism, and how does art criticism impact the form and content of art? What is the relationship, if any, between taste, assessment of value, and interpretation of meaning? Artists considered include, among others, Boucher, Friedrich, Whistler, Seurat, Pollock, Piper.

Class Format: seminar

Requirements/Evaluation: two short writing assignments, twenty page final paper

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 573 (S) Modern and Contemporary Art from the Middle East and North Africa

This is an exciting time for art from the Middle East and North Africa. Contemporary artists are exhibiting in international shows and biennales, and the global art market has responded to collector interest and crowned its favorites. The visibility and celebration of these artists, however, does not take into account the larger historical arena of cultural production and artistic practice from which they emerge. In terms of the discipline of art history, the field of modern painting and contemporary visual practice in the region is in its first generation of formation and definition. Drawing on very recent scholarship in art history and visual anthropology, we will explore the "history" of modern and contemporary art in the Middle East and North Africa (from the 1920s-the present). We will pay particular attention to how key terms and categories such as: modern, contemporary, Islamic, and Arab, have been constructed, deployed and debated by artists, institutions and scholars in the field. We will explore the role of museums, art schools, archives and biennales in the region, the creation of art publics and communities, and how the international market has responded to contemporary

production. And perhaps most importantly, we will study work by artists that identify with the region and engage and complicate constructions of race, gender, religion, environment, autonomy and community.

Class Format: seminar

Requirements/Evaluation: short response essays and a culminating research paper

Enrollment Preferences: graduate program students and then senior Art History and Arabic Studies majors

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 575 (F) Regression as Modern Fantasy: Archaism, Primitivism, Prehistory

This course analyzes the implications of European modernity's engagement with cultural artifacts it wanted to classify beneath the prefix "pre." We take as our object an aesthetic strategy employed with increasing frequency by modern artists in Europe after 1800: the self-conscious mobilization of visual forms thought to telegraph priority to later advancements, whether historically or developmentally. Our inquiry, beginning with the German Nazarenes and extending into the early twentieth century around the moment of WW1, foregrounds such strategies as key to grasping new notions of temporality and geography that emerged in European modernity. We will inquire into the historical and intellectual contexts that sustained chronological and cultural primitivisms, including the history of colonialism, discoveries of Paleolithic cave art, and the emergence of the modern disciplines of archeology, anthropology, ethnography, child psychology, and psychoanalysis. Alongside close visual scrutiny of some of modernism's most canonical and problematic objects, including key works by Picasso and Gauguin, we will examine the literature that proliferated in this period devoted to the art of peoples deemed "primitive," including the Greeks in the pre-classical period, non-Western peoples, and children.

Requirements/Evaluation: seminar presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 586 (F) Japanese Popular Visual Culture

Cross-listings: ARTH 286 ARTH 586 ASST 186 COMP 186

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 286 (D1) ARTH 586 (D1) ASST 186 (D1) COMP 186 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

ARTH 587 (S) Crash! The Car Accident as Myth and Metaphor in American Art and Visual Culture

A year after MoMA elevated machinery to high art in 1934, Grant Wood painted *Death on The Ridge Road* (Williams College Museum of Art), a depiction of the deadly side of the streamlined modern machines that Alfred Barr might have presented at MoMA. A generation later, Andy Warhol's *Death and Disasters* series multiplied gruesome images of crushed cars and bodies to numbing effect. During the ensuing years, both Jackson Pollock and David Smith (among others) became traffic fatalities. Roughly bookended by the Great Depression and the 1960s, but also considering works of art and visual materials before and after those parameters, this seminar will explore the stakes of car crash imagery for American artists and culture. Readings may include topics in trauma studies, automotive technology, physics, posthumanism, law, and object oriented ontology as well as grounding participants in American art and history of the middle third of the twentieth century. Participants in the course will also have the opportunity to help shape the content, themes, and narrative of an exhibition on car accidents in American art being organized by WCMA.

Requirements/Evaluation: oral presentations and written assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate Art History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 595 (F) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Marc Gotlieb

ARTH 596 (S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Marc Gotlieb

ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Marc Gotlieb

Winter Study -----

ARTH 10 (W) Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film

Cross-listings: WGSS 10 ARTH 10

Primary Cross-listing

Joan of Arc (known during her own lifetime most commonly as Jeanne "la Pucelle," or Joan "the Maid") was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God's grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists--and not just politicians and scholars--have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

Requirements/Evaluation: 10-page project or comparable creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$10 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 10 ARTH 10

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Peter D. Low

ARTH 11 (W) Looking at Contemporary Documentary Photography

Cross-listings: ARTH 11 GERM 11 COMP 11

Secondary Cross-listing

This course explores the evolution of modern documentary photography. We will start with a look back to the work of Lewis Hine, August Sander, Dorothea Lange, Walker Evan and the Magnum Agency photographers. We will then jump to mid 20th century work of Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Vivian Maier, Bruce Davidson, Lee Freidlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, Ron Haviv and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq and Syria they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be covered through the work of Bill Burke, Larry Clark, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, Richard Misrach, Joel Sternfeld, Birney Imes, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk. Our last classes will be an exploration of social media and the proliferation of diverse voices emerging in documentary photography. The class will meet three mornings a week for two hours. Slide presentations will occupy half

of the first meetings and give way to discussion of issues in documentary photography. Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course. Students will be evaluated on their classroom presentation, general participation and their written work. A field trip to New York will let us see first hand works from the collections at MoMA, etc. Adjunct Instructor Bio: Kevin Bubriski's fine art photographs are in the permanent collections of the Museum of Modern Art, Metropolitan Museum of Art, San Francisco Museum of Modern Art, and Bibliotheque Nationale, Paris. Kevin has received Guggenheim, Fulbright and NEA fellowships. Bubriski has published eleven books of photography including *Nepal 1975-2011* published by Peabody Museum Press of Harvard University in 2014 and *Legacy in Stone: Syria Before War* in 2019 with powerhouse Books in New York.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$74 and approximately \$28 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 11 GERM 11 COMP 11

Winter 2020

LEC Section: 01 Cancelled

ARTH 15 (W) Introduction to Indian Drawing Techniques

Cross-listings: ARTH 15 ARTS 15

Secondary Cross-listing

The jewel-like world of Indian painting is famous for its stylized naturalism and mastery of line. This course will introduce students to the technique and imagery of this art form. The course is designed as a workshop in which students will learn to use traditional materials and techniques. The class will focus on the practice of copying and taking inspiration from original masterworks of Indian art housed in the Williams College of Museum of Art (WCMA). By engaging with a non-western practice, the aim of the course is to expose students to a pluralistic engagement with art and art history. In addition to learning the basics of drawing and painting techniques, students will also learn paper and pigment preparation. The workshop will focus on the *siah qalam* brush and ink rendering technique, the backbone for the more advanced techniques of *neemrang* and *gadrang*, which pertain to color application. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples. Students will have the opportunity to exhibit their final projects at Spencer Hall.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: response to one question: why is it important for you to take this course?

Grading: pass/fail only

Materials/Lab Fee: \$35

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 15 ARTS 15

Winter 2020

LEC Section: 01 Cancelled

ARTH 16 (W) Sensing Place

Cross-listings: ENVI 16 ARTH 16

Primary Cross-listing

Bridging art history and environmental humanities, this course will explore how the experience of landscape, a term that privileges the visual, is

impacted not only by sight but by sound, touch, smell, and even taste. We will look at the way artists have translated embodied experiences of landscape into paint and other media as we ask what is lost or gained, just as we will consider what the taste of tea or oysters might tell us about the history and present environment of the places they come from. By looking at how artists and writers have theorized and experienced landscapes in the past, we will explore how those histories inform how and what we sense today. We will ask: how is the environment experienced (and narrated) through our bodies? How do human interactions with nature produce a "sense" of ownership and domination? Is something more symbiotic possible? To answer these questions, we will look at works of art in the collections of WCMA and The Clark, read work by historical and contemporary writers, and engage in experiential learning that activates all senses, including hiking, tasting, and making. Evaluation will be based on participation, including weekly journal reflections, and the completion of a 10-page written assignment that will combine creative reflection and research. Attendance and active participation in class discussions will also be required. We will typically meet three times a week for three-hour sessions, with some additional required field trips. Adjunct Instructor Bio: Elliot Krasnopoler is a Doctoral Candidate in the History of Art at Bryn Mawr College, where he is completing a dissertation about the intersections of contemporary art, landscape, and time. He holds an M.A. in Art History from Williams College, and a B.F.A. in Photography from the Rochester Institute of Technology. He lives in North Adams, MA, and is an avid hiker, tea enthusiast, and mineral collector.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: more senior students will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$50

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 16 ARTH 16

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Elliot M. Krasnopoler

ARTH 19 (W) The Restless Collection

Cross-listings: INTR 19 LEAD 19 ARTS 19 ARTH 19

Secondary Cross-listing

The Restless Collection, led by San Francisco-based independent curator Jordan Stein with curatorial staff from the Williams College Museum of Art (WCMA), investigates the WCMA permanent collection and other regional art collections as resources for the Williams College community and beyond. With an eye toward the coming Presidential election and ideas of resistance, agitation, and power, students will conduct both a broad survey of the WCMA collection and in-depth case studies of several artworks. The course's final project includes generating a speculative exhibition proposal against the backdrop of the current political moment. Fundamental questions include: How is an art collection assembled, let alone maintained and mediated? How is a collection evidence of a certain philosophy or proof of a particular position? Should collecting habits change in times of significant political disquiet? What is an exhibition and who governs the terms of its engagement? How has the form been activated not only by curators, but also by artists as a poem, proposal, or declaration? Through reading, dialogue, and hands-on learning, we develop strategies for how to dust off, contextualize, and re-contextualize complex collection artworks in public art galleries by employing "the exhibition" as a vehicle for ideas. The course further offers the chance to collaborate with WMCA and WC staff, including representatives from various departments, including archives, curatorial, collections, engagement, digital media, installation/preparation, and more. Potential site visits include Hancock Shaker Village, Bennington Museum, Williamstown Historical Society, and other special meetings. Adjunct Instructor Bio: Jordan Stein is an independent curator and collaborator with an interest in expanded models and methods of exhibition-making, over-looked and under-sung histories of art, and linking the past and present through the varied presentation of critical objects, non-objects, and ideas. He has organized exhibitions in a variety of institutions and scales, including the Berkeley Art Museum and Pacific Film Archive, Artists Space (New York), Matthew Marks Gallery (New York), the Renaissance Society (Chicago), The Glass House (New Canaan, CT), and San Francisco City Hall. He is a co-founder of the interdisciplinary collaborative group Will Brown, which realized over three dozen exhibitions and programs in their Mission District storefront from 2012-2015 before working parasitically with other organizations. He founded Cushion Works, a just-in-time gallery on the second floor of an active cushion-making workshop, in 2017. With Will Brown, he is the author of Bruce Conner: Brass Handles, and with Jason Fulford is the editor of Where to Score, a collection of hippie-era classified advertisements. Please see <http://jordanstein.com/> for more information.

Class Format: workshop/seminar

Requirements/Evaluation: exhibition proposal

Prerequisites: keen interest in museums, art collections and culture

Enrollment Limit: 8

Enrollment Preferences: random selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 19 LEAD 19 ARTS 19 ARTH 19

Winter 2020

LEC Section: 01 MWR 10:00 am - 10:50 am Jordan Stein, Christina Yang

ARTH 23 (W) STEAM Sandboxes: Public Pedagogy and Transformative Learning

Cross-listings: ARTH 23 PSYC 23 ARTS 23

Secondary Cross-listing

Where, when, and how do children learn outside of school? What is STEAM education, and who has access to it? Why does creative youth development matter in our society? Creative problem solving--the flexibility, persistence, and openness to generate and apply novel solutions to problems--is essential for success in school, the workplace, and beyond. The Bay Area Discovery Museum (BADM) has developed a pedagogical framework for educators to build children's creative problem-solving skills through intentional experiences. We will use this framework to guide our exploration of informal learning environments, including museums, libraries, and other out-of-school places, investigating how children--and adults in their lives--access learning in STEAM content areas, especially the sciences and the arts. In addition to class meeting time, we plan to take two or three day-long field trips to local and regional museums and other educational sites. Alongside our research in the field and discussions in class, students will create a journal in the medium of their choice (written, visual, aural) to document and reflect on their learning. Students will also work individually or collaboratively to design a prototype for a STEAM exhibition, event, song, podcast, video, or project of their choosing that they will present at the end of the session. We welcome anyone with an interest in contributing to the field of education, making, creating, and innovating! This course is not limited to students with backgrounds in psychology, the sciences, or art. Class is scheduled for M and W afternoons with mandatory all- and partial-day field trips scheduled during Weeks 1-3. Dates of the field trips are TBD, and may fall either on Tuesdays, Wednesdays, or Thursdays. Helen Hadani, Director of Research at BADM, and Molly Polk, from the Center for Learning in Action, will co-teach this course. Adjunct Instructor Bio: Molly was the founding education coordinator and curator for Kidspace at MASS MoCA and has taught children of all ages in informal learning environments, including museum galleries and dance studios, ski trails and forest floors, food pantries and assisted living centers. She works with Williams students who teach and mentor K-6 students at Brayton and Greylock Schools in North Adams. Her research areas of interest include student-driven learning and equity of access in K-12 public education. Adjunct Instructor Bio: Helen Hadani is the Director of Research at the Center for Childhood Creativity (CCC)--the research and advisory division of the Bay Area Discovery Museum (BADM)--and authors publications that synthesize scientific findings on children's learning and cognition for parents and educators.

Requirements/Evaluation: final project (individual or collaborative) in a medium of choice, accompanied by an informal presentation; as part of the process in developing their final projects, students will work together to provide feedback to each other prior to presenting their work; a rubric based on the CREATE framework will be available for students to use as a guideline for their projects as they consider pedagogical approaches, design features, and the learning outcomes for young people

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have relevant experience through course- or fieldwork in Psychology and/or education will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$35

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 23 PSYC 23 ARTS 23

Winter 2020

LEC Section: 01 MW 1:00 pm - 2:50 pm Molly H. Polk, Helen S. Hadani

ARTH 31 (W) Senior Thesis: Art History

To be taken by students registered for Arth 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.

Class Format: independent study

Enrollment Limit: 8

Enrollment Preferences: students need permission of the department to register for this course

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Michelle M. Apotsos

ARTH 33 (W) Honors Independent Study: Art History

To be taken by candidates for honors by the independent study route.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Elizabeth P. McGowan

ARTH 99 (W) Independent Study: Art History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: Independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Elizabeth P. McGowan

ART (Div I)
ART STUDIO

Co-Chairs: Professors Elizabeth McGowan and Amy Podmore

- Cecilia Aldarondo, Assistant Professor of Art; on leave Spring 2020
- Laylah Ali, Francis Christopher Oakley Third Century Professor of Art
- Michelle M. Apotsos, Assistant Professor of Art
- Ben Benedict, Senior Lecturer
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Spring 2020
- Johanna Breiding, Assistant Professor of Art
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
- Allana M. Clarke, Visiting Lecturer in Art
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Art Department
- Holly Edwards, Senior Lecturer in Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art; on leave 2019-2020
- Marc Gotlieb, Director of the Graduate Program in Art History and Class of 1955 Memorial Professor of Art; affiliated with: Art Department
- Ilana Y. Harris-Babou, Visiting Assistant Professor of Art
- Guy M. Hedreen, Amos Lawrence Professor of Art
- Catherine N. Howe, Lecturer in Art
- Ju-Yu Scarlett Jang, Professor of Art; affiliated with: Asian Studies Department
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Art Dept Co-Chair & Chair of Art History, Robert Sterling Clark Professor of Art
- Murad K. Mumtaz, Assistant Professor of Art; affiliated with: Graduate Program-Art History
- Amy D. Podmore, Art Dept Co-Chair & Chair of Studio Art, J. Kirk T. Varnedoe 1967 Professor of Art
- Kailani Polzak, Assistant Professor of Art
- Sarah Rara, Assistant Professor of Art
- Kenny Rivero, Visiting Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art
- Stefanie Solum, Professor of Art
- Carolyn J. Wargula, Visiting Assistant Professor of Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Guy Hedreen

Art Studio Faculty Advisor: Amy Podmore

History and Studio Faculty Advisor: Ben Benedict

ART STUDIO

The Studio division of the art major has been structured to develop students' perceptions and imaginations as they investigate a variety of visual media and to foster the development of a critical understanding of making art to support creative interests.

Major Requirements

The Studio Art major requires a minimum of nine courses:

ARTS 100 Drawing I

One art history course (preferably taken by the end of the junior year)

A combination of at least three 100 and 200-level courses in three different media (ARTS 100 and tutorials do not satisfy this requirement)

ARTS 319 Junior Seminar

One 300-level ARTS course

One elected ARTS course

ARTS 418 Senior Seminar

The numbered sequence of courses in the Studio Art major is intended to develop knowledge and skills appropriate to students' levels of experience, ultimately supporting original, independent work at the 400-level. ARTS 100 is an introduction to the principles of drawing and design, which are the foundation of visual expression. An art history course not only increases visual knowledge of other periods and cultures, but also provides exposure to the methods of visual analysis. 100 and 200-level ARTS courses introduce the relation between form and content and serve as introductions to a variety of media including architecture, painting, performance, photography, printmaking, sculpture, and video. 300-level courses place greater emphasis on the application of visual skills to thematic concerns, and to the development of the student's individual vision. The capstone to the major, ARTS 418, provides a comprehensive, professional exhibition experience. Students not only define, research, and create an original body of work, but are also engaged in all aspects of producing an exhibition at the Williams College Museum of Art.

The faculty encourages students to begin exploring studio art in the first year so that they can fully explore a variety of media in preparation for independent work in the junior and senior year. A successful route through the major might look like this:

First year: two classes at the 100 and/or 200 level in different media and an art history class. We encourage students to explore media with which they are unfamiliar, as doing so provides a good base and allows for more flexibility later on. While there is only one art history class required for the major, we encourage students to take advantage of the rich art history offerings throughout their four years of study.

Second year: at least two 100 and/or 200 level courses.

Third year: Junior seminar, a 200- or 300-level course and a possible second art history class.

Fourth year: one 300-level course, ARTS 418, and other courses chosen to support your individual interests.

HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose an Art History or Studio Art route, taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department's administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArtS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArTH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements

The History and Studio major requires a minimum of nine courses:

Any TWO of the following four courses: ARTH 101, 102, 103, or 104

ARTS 100-level course

ARTS 200-level course

ARTH 301 Methods OR ARTS 319 Junior Seminar

ARTH 400-level OR 500-level course

ARTS 300-level course OR (with permission) ARTS 418 Senior Seminar

ARTH elective

ARTS elective

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art Studio

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400-level Senior Seminar (ARTS 418). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Studio faculty will provide feedback on the progress of the honors project at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Seminar must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student's proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

History and Studio

The History and Studio route to honors is an integral combination of Studio Art and Art History. Fall semester of senior year, a candidate for honors in History and Studio makes a project proposal to two faculty members, one from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in either the Studio or the History required Winter Study course or an independent Winter Study. At the end of Winter Study the progress of the project is assessed by the advisors. In the spring semester, the student enrolls either in the Senior Seminar (ArtS 418 with the permission of the instructor), or in the Senior Thesis Seminar (Arth 494 with the permission of the instructor), or in an Honors Independent Study. If the project is exhibited in the senior Studio exhibition it is judged by the art faculty, (including the two advisors for the project), along with the other exhibiting honors candidates.

Otherwise, the final project is submitted to the two faculty advisors and, in the case of History, also to the instructor of the Senior Thesis Seminar, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art Studio

Studio Art Majors must take the required Junior Seminar (ARTS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ARTS 319 and ARTS 418 cannot be fulfilled abroad.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the

case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTS 100 (F) Drawing I

In childhood everyone draws. Like language drawing is a basic human tool to observe and interpret the world as well as to make comment and find agency within it. As an introduction to art making, this course will provide basic design and conceptual skills to engage feeling, develop content and communicate with others. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students. New concepts are introduced each week in slide talks and developed in workshops and through homework assignments.

Requirements/Evaluation: successful application of new skills, development of concept, participation in class, effort, timeliness and attendance

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 03 M 1:10 pm - 3:50 pm William B. Binnie

ARTS 100 (S) Drawing I

Drawing can provide a vehicle for encountering and interpreting your experiences. This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. A variety of materials will be covered as you explore the 2-dimensional concepts of line, form, proportion, gesture, spatial depth, and value. Towards the latter part of the semester, more emphasis will be placed on the use of drawing as idea, and you will have the opportunity to express yourself through the visual language of drawing.

Requirements/Evaluation: the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Spring 2020

STU Section: 03 Cancelled

ARTS 100 (S) Drawing I

This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.

Requirements/Evaluation: quality of work produced as well as successful completion of all assignments and attendance

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Spring 2020

STU Section: 01 T 9:00 am - 11:40 am Thursday Org Mtg 8:00 pm - 8:25 pm Laylah Ali

STU Section: 02 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Laylah Ali

ARTS 100 (F) Drawing I

This course is designed to introduce students to perceptual, experiential and analytical moments associated with the language of drawing, and to do so in ways that offer the opportunity to see the world with greater clarity, and with a broader understanding of art and the visual language. This course provides technical skills associated with observational drawing, experiential moments with a variety of materials, and the opportunity for self expression and the communication of ideas. Each studio class blends drawing practices and exercises designed to further one's understanding of the language of drawing, and more broadly, offers a foundation for further study in the visual arts.

Requirements/Evaluation: individual critiques, a mid-term critique, a final portfolio submission, attendance, effort and participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 M 7:00 pm - 9:40 pm Frank Jackson

ARTS 100 (F) Drawing I

An immersive introduction to all forms of paper based mark-making. Cycling through traditional and then experimental approaches of rendering a form/figure/idea, participants will develop a sensitivity to light, texture, composition, material, and most importantly, LINE! The emphasis will be on acquiring strong technical skills through intensive work in class and outside of it.

Requirements/Evaluation: weekly assignments, mid-term project, final projects, attendance and participation, generous presence

Prerequisites: none

Enrollment Limit: 17

Enrollment Preferences: Art/Art History majors

Expected Class Size: 17

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

STU Section: 02 W 1:10 pm - 3:50 pm Pallavi Sen

ARTS 101 (F) Revolutionary Film History and Short Film Screenwriting

Revolutionary film is found mostly outside the mainstream movie system: the Genre flick, the B-movie, the Queer film, the Blacklisted film, the banned film, the independent filmmaker, the female director, the director of color, the Skid-Row studio, the documentary. This course draws from principles that the personal is political, political metaphor for artistic subterfuge is primary and that revolutionary filmmakers are involved in a vast range of methods to create their work. This course will introduce you to key moments of groundbreaking, innovative and unruly cinema visions throughout history as well as contemporary critical art practice. From this basic foundation the student also will conceive, format and write 2-3 short film scripts either to be feasible productions or as pure fantasy visions. You will be encouraged on how to lead your thoughts with images and shape an active meaning in film. You will absorb how to think and feel boldly, to spring ideas directly from your pre-consciousness and your current political thought. You do not need filmmaking experience to enroll. This course will examine the work of Spike Lee, Nancy Savoca, David Cronenberg, The Maysles Brothers, The Wachowski Siblings, Claudia Weill, Pedro Almodovar, Robert Altman, Sam Fuller, Neil Jordan, Andrew Bujalski and Jordan Peele. We will also read and discuss critical studies including readings by Margo Jefferson, James Baldwin, Sidney Lumet, J. Hoberman, Laura Mulvey, Jose Munoz, Fran Lebowitz, Moyra Davey, and others.

Class Format: workshop and screenings

Requirements/Evaluation: class attendance, film screenings, short film screenwriting

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributions: (D1)

Fall 2019

SEM Section: 01 T 1:10 pm - 3:50 pm Stephen F. Winter

ARTS 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance

Cross-listings: ARTS 102 DANC 102 THEA 102

Secondary Cross-listing

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering the major or already majoring in Theatre

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 102 (D1) DANC 102 (D1) THEA 102 (D1)

Not offered current academic year

ARTS 107 (S) Creating Games (QFR)

Cross-listings: ARTS 107 CSCI 107

Secondary Cross-listing

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio

Requirements/Evaluation: participation, studio work, and quizzes

Prerequisites: none; no programming or game experience is assumed

Enrollment Limit: 24

Enrollment Preferences: first-year students

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major

Materials/Lab Fee: \$25 lab fee charged to term bill

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 107 (D3) CSCI 107 (D3)

Attributes: FMST Core Courses

Not offered current academic year

ARTS 114 (F) Art into Activism

This introductory studio art class will examine how art has been and can be engaged with activist and political causes. Can art be created from social or political ideas? Is all political art merely propaganda? What makes a work "political"? What does artistic work that is topical, informed, and critical look like? In addition to looking at various works by contemporary artists and used in political movements, we will be working on weekly assignments that will introduce students to 2-D image making, video, and performance. This class is a hands-on studio class which will require hours outside the class working on projects.

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-years and sophomores

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTS 116 (F) Monotypes

Spontaneous and delightfully unpredictable, the monotype is a style of printmaking that creates exactly one image by applying ink onto a flat surface,

and transferring it to paper using pressure - by hand or a through a printing press. It is neither drawing nor painting, it is both! In this class students will use the monotype to heighten their sensitivity to line, colour, tone, texture, transparency, pressure, ink viscosity, and overall composition. They will also explore techniques like tracing, stencilling, chine-collé, reductive + additive mark making, and hand rubbing, while acquainting themselves with the history of the medium -- its practitioners, and its scope. No prior experience in drawing or painting required, though it is quite welcome.

Requirements/Evaluation: quality of work, investment towards studio time, active presence in discussions and critique, attendance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Arts majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTS 118 (F) Video Introduction and Theory

Video is an introduction to the moving image as a fine arts medium. The course will involve hands-on production as well as contemporary screenings and readings that demonstrate elements of the medium. The course will look at basics of directing actors, sound design, exhibition context, on-line distribution, documentary, high and low production values, cultural appropriation, screenwriting, and film analysis. The course will introduce shooting and editing skills, including preproduction skills such as storyboarding and scheduling, production skills such as directing, shot organization, shot composition, shot lists, lighting, sound recording and postproduction editing skills in a range of styles. We will focus on film production as a feasible practice, set safety and a conduit towards personal expression. Some of the artist work we will examine will include Dee Rees, John Krokidas, Rick Alverson, Jonathan Caouette, Jennie Livingston, Christopher Nolan and David Byrne, among others.

Class Format: hands-on production, film screenings, film analysis

Requirements/Evaluation: class participation, video production

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$150 lab fee on term bill

Distributions: (D1)

Fall 2019

STU Section: 01 W 10:00 am - 12:50 pm Stephen F. Winter

ARTS 120 (S) Introduction to Performance Art

Cross-listings: ARTS 120 THEA 120

Primary Cross-listing

Historically, artists have turned to performance art during times of collective trauma to observe, analyze, and deconstruct established systems of power. This course will explore the legacy, theory, and practice of this radical and subversive genre. Equal parts studio and seminar students will engage in open dialogue based on assigned readings, screenings, and museum/gallery visits. Starting with the emergence of Dadaism during World War I, and exploration of works by artists that will include: Adrian Piper, David Hammons, Lynda Montano, Chris Burden, Clifford Owens, and Anna Mendieta, students will gain an understanding of the mechanisms of performance: The body as object, The Gaze (the dynamics of viewing/being viewed), active and inactive participants, and breaking the fourth wall. This class is open to all students that are willing to embrace the awkwardness of their humanity and the vulnerabilities of our collective bodies.

Class Format: combined studio/seminar

Requirements/Evaluation: completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend scheduled lectures, museum/gallery trips

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art Studio majors, first-years, sophomores

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$100 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 120 (D1) THEA 120 (D1)

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Allana M. Clarke

ARTS 122 (F)(S) Photography, Identity and the Absence of Representation

This introductory level course offers an in-depth exploration of the camera and image by utilizing photographic digital technology. Emphasis is placed on the camera's relationship to the body and constructions of identity. Students will develop a fundamental control of photographic processes through technical exercises, experimentation, and field and studio experience. Students will learn how to use DSLR cameras, editing and digital printing techniques to create a personal body of work that examines the medium's role in representing (or not representing) identities. Additionally, lecture presentations and thorough critique will foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity.

Class Format: this class will take place in the classroom as well as in the studio and outdoors; there will be 1-2 field trips

Requirements/Evaluation: students midterm and final critique of their body of work and accompanying artist statement

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art majors who have not yet taken an introductory photography class

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$250 standard lab fee charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 M 9:00 am - 11:50 am Johanna Breiding

Spring 2020

STU Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Johanna Breiding

ARTS 128 (S) Introductory Video

In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In this introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in class. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as critical tool in their practice.

Class Format: studio

Requirements/Evaluation: evaluation will be based on discussion participation and the technical and conceptual strength of the projects, with consideration given to individual development

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students majoring in Studio Arts

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$150.00 fee charged to term bill

Distributions: (D1)

Spring 2020

STU Section: 01 W 10:00 am - 12:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Ilana Y. Harris-Babou

ARTS 129 (S) Institutional Critique (DPE)

Cross-listings: ARTS 129 THEA 129

Primary Cross-listing

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

Requirements/Evaluation: three collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$125 lab fee

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 129 (D1) THEA 129 (D1)

Difference, Power, and Equity Notes: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that prioritizes social discourse.

Not offered current academic year

ARTS 130 (S) Material Issues

What kind of maker should one be, after reading the latest climate report? The tendency to build, design, love, and collect objects - in our shelves and in our museums and in our landfills - is central to the human story. We have (serious) material issues! This class looks at individuals that hold ecology and what the environment asks of us close to their heart and their making, moving beyond 'green' as metaphor. We will study creative practices that work in partnership with land, with forests, agriculture, radically sustainable materials, food and food cultures. Through the semester, we will alter how we consume and what we consume, we will learn to repair, learn to divest, and learn how to make our own: Food! Clothes! Quilts! Containers! Pigments! _____! Our projects will be cross cultural, interdisciplinary, slow, working at the pace of seasons, working with what is already present in our homes, in our neighbourhoods. Through guided assignments and discussions, students will draft a personal and collective manifesto detailing their relationship to material and climate change, and develop a final project, in any format, that engages with it. We will work with our hands often, and well.

Requirements/Evaluation: active and thoughtful participation in class, sensitive and dedicated approach towards assignments

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTS 132 (F) Sculpture: The Human Form in Contemporary Art

The figure has an intrinsic relationship to us and our lives and has provided artists with creative challenges throughout time. This course uses the human form as the subject to introduce students to the three-dimensional world of sculpture. It combines the traditional study of figure modeling in clay, with a more contemporary approach to how the figure is used in art today. The first part of the semester has you working from observation while learning how to realistically construct the human figure in the third dimension. You will work in clay, gaining skills in modeling, anatomy, the study of proportion, gesture, texture, negative and positive space and balance and gravity. We begin aiming for realism and move towards abstraction. The second part of the term will provide the opportunity to explore a more open and contemporary approach to how sculpture utilizes the figure to express meaning, explore materials and employ form. You will be introduced to a variety of skills, materials and concepts as you learn to work in the round making a form interesting from all views. Ultimately you will begin to explore and develop the ability to communicate your ideas in a visual manner as well as comment on the human condition.

Requirements/Evaluation: graded on your ability to speak powerfully in this language; grading also takes into account: effort, attitude, creativity, studio responsibility

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Art Studio majors have priority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$175 to be charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTS 200 (F) Project: Costume-Design, Performance, and Beyond

Cross-listings: ARTS 200 THEA 305

Secondary Cross-listing

This course is an intensive study of costume design. Costume designers are always aware of the world around them. They look, listen, reflect, and record. They use inspiration, research, imagination, and innovation for their creations. They simultaneously observe the smallest detail while also picturing the larger world surrounding the pieces they develop. The course focuses on the designer's process, which entails in part: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills, and presentation of designs.

Requirements/Evaluation: multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance; students are required to attend two to three Theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work

Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theater and Art Studio, sophomores and juniors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy any requirements for the Art major

Materials/Lab Fee: \$100 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 200 (D1) THEA 305 (D1)

Fall 2019

STU Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

ARTS 201 (S) Worldbuilding: Design for the Theater

Cross-listings: ARTS 201 THEA 201

Secondary Cross-listing

This course examines designers' creative processes as they work to imagine the fictional worlds of theatrical productions. Over a series of practical projects in multiple design disciplines, we will develop techniques for eliciting an initial creative response to a text; developing that response into a point-of-view; communicating that point-of-view with collaborators; and solving the practical needs of the production. Particular emphasis is placed on how design elements synthesize with each other (and with the imagined work of the actors and director) to form the larger intellectual, emotional, and physical context of the production as a whole. Students will adopt various creative roles over a series of projects, giving exposure to the working processes of designers specifically, and that of all collaborators in a theatrical production more generally. Methodologies for critical feedback, as well as presentation skills and techniques, will be taught as crucial elements of the artistic and collaborative process.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion of four design projects plus a month-long final

Prerequisites: THEA 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

Materials/Lab Fee: \$125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 201 (D1) THEA 201 (D1)

Spring 2020

STU Section: 01 MW 11:00 am - 12:50 pm Friday Org Mtg 11:00 am - 12:50 pm David Gürçay-Morris

LAB Section: 02 W 1:10 pm - 3:50 pm David Gürçay-Morris

ARTS 215 (F) Sustainabuilding (verb)

Sustainability considerations figure prominently (and always have) in good building design. This architectural design studio will include instruction, research, and reading about current design and energy strategies. These lessons will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.

Requirements/Evaluation: quality of design and presentation

Prerequisites: none but ARTS 220 and/or ENVI 108 are recommended; permission of instructor is required; preregistration does not guarantee admission to the course

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 220 (S) Architectural Design I

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

Requirements/Evaluation: quality of design, with improvement taken into account

Prerequisites: ARTS 100; ARTH 101-102 strongly suggested; permission of instructor is required; registration does not guarantee admission to the course

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Spring 2020

STU Section: 01 F 1:10 pm - 3:50 pm Ben Benedict

ARTS 224 (F) Interdisciplinary Approaches

Cross-listings: ARTS 224 THEA 224

Primary Cross-listing

In this studio course students will acquire the ability to think conceptually across artistic mediums by working in an interdisciplinary manner. Projects will investigate ideas of the artists body in contemporary art, memory, socio-political specificities, time, and abstraction. Students will be introduced to and create work with the 35mm film camera, the black & white darkroom, digital video, performance methods, and interactive installation. Students will gain additional hands on experience by engaging with invited artists, visiting museum exhibitions, and meeting with curators. Artists covered will include: David Hammons, Bruce Nauman, William Cordova, Taryn Simmon, Singa Ningudi, and Jennie C. Jones. No prior experience necessary.

Requirements/Evaluation: completion of three assigned project and independent final project, active class engagement during critique, quality of work, and development of technical skill

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: none, if over-enrolled Art Studio majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$250 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 224 (D1) THEA 224 (D1)

Fall 2019

STU Section: 01 M 7:00 pm - 9:40 pm Allana M. Clarke

ARTS 226 (F)(S) Hyperobjects and the Mundane

Through the photographic medium and the latest Do-It-Yourself trends, this intermediate photography class will explore object-oriented ontology and the notion of "Hyperobjects," or objects that transcend the local by massively spanning time and space. This class will use DIY techniques and mundane objects and materials as a tool to build models, sculptures and installations that will later on be photographed in the studio and outdoors. The creation of these 3D spaces, virtual or public, propose replications and low-budget prototypes resembling miniature versions of Hyperobjects in

transient spaces. Using science-fiction references and mythology we will attempt to document and/or create a space that is invisible or has not yet been experienced by the world. What does ecological philosophy currently look like, and (how) will it translate after the end of the world through the remaining photographic image and media? This class will search for, invent, and document Hyperobjects - entities of vast temporal/spatial dimensions that defeat traditional ideas of what a thing, object or photograph is.

Class Format: this class will include time in the outdoors as well as context-based learning through field trips

Requirements/Evaluation: individual and collaborative assignments and accompanying writing components

Prerequisites: Introduction to Photography

Enrollment Limit: none

Enrollment Preferences: Art majors (juniors or seniors)

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$250 standard lab fee charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 M 1:10 pm - 3:50 pm Johanna Breiding

Spring 2020

STU Section: 01 T 9:00 am - 11:50 am Thursday Org Mtg 8:30 pm - 8:55 pm Johanna Breiding

ARTS 228 (F) The Art of Almost Nothing

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns--aesthetic, topical, critical--and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio class, 3 hours per week

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: one previous studio art class at Williams

Enrollment Limit: 14

Enrollment Preferences: first and second-year students

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: TBD

Distributions: (D1)

Not offered current academic year

ARTS 230 (S) Drawing II

This intermediate drawing course focuses on technique, style and content. Class sessions will focus on representing the human figure in representational and abstract styles, including cubism and abstract expressionism. Homework projects will focus on developing individual concepts and personal expression. Exercises will include traditional materials on paper as well as non-traditional methods and exercises. The course culminates with an independent project of work in series.

Requirements/Evaluation: the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance

Prerequisites: ARTS 100

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Not offered current academic year

ARTS 236 (S) LINOCUT!

A subset of relief printmaking, linocuts are images made by carving the surface of soft linoleum blocks. Relying almost completely on our hands, we will learn to work with a variety of cutting tools, controlling their speed and pressure to create bold, clear imagery. The course will include introductions to various methods in lino printing including stencilling, collaging, reduction printing, while also familiarising students with the fundamentals of printmaking inks and papers - how to use them, choose them, modify them. We will also look at the history of the block print, its application in the textile industry, and its present day interdisciplinary potential. Students will work towards creating a diverse portfolio that demonstrates fluency across various techniques, using them individually or in combination.

Requirements/Evaluation: quality of work, investment towards studio time, active presence in discussions and critique, attendance

Prerequisites: Drawing 100

Enrollment Limit: 12

Enrollment Preferences: Arts Majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

STU Section: 01 M 10:00 am - 12:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Pallavi Sen

ARTS 241 (F) Painting

The variables of oil painting are so numerous that the permutations are endless. As an introduction to basic variables like color, brushwork, surface, form and light, this course is the beginning of what may be a life long, creative adventure through the medium of paint. Most assignments are done from direct observation of the human figure, the landscape and objects. Museum visits and slide presentations are an important part of the class.

Class Format: workshop

Requirements/Evaluation: weekly assignments

Prerequisites: ARTS 100

Enrollment Limit: 15

Enrollment Preferences: majors, sophomores, juniors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: approximately \$375 lab fee charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 T 1:10 pm - 3:50 pm William B. Binnie

ARTS 241 (S) Introduction to Oil Painting

This course is designed to introduce the fundamentals of oil painting. A significant portion of class time will be devoted to learning some of the basics of painting, such as the manipulation of color, value, surface, and texture. We will learn how to prepare paper and canvas supports as well as exploring the properties of several mediums (what the paint is mixed with to allow for application and drying). This course is focused on giving students access to a range of introductory techniques that they can explore during the semester. We will also spend time looking at each other's work and

giving feedback and suggestions as well as studying the work of established artists. Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions.

Requirements/Evaluation: based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions

Prerequisites: ARTS 100

Enrollment Limit: 14

Enrollment Preferences: Art majors, sophomores

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

STU Section: 01 M 1:10 pm - 3:50 pm Thursday Org Mtg 8:30 pm - 8:55 pm Laylah Ali

ARTS 250 (S) Devised Performance: The Art of Embodied Inquiry

Cross-listings: ARTS 250 THEA 350

Secondary Cross-listing

This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrityagram, and SITI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

Requirements/Evaluation: participation, individual presentations, contribution to group work, self-evaluation; students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theatre majors and Art majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 250 (D1) THEA 350 (D1)

Not offered current academic year

ARTS 260 (S) Objects in Video, Video as Object

In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

Class Format: studio

Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual

development

Prerequisites: 100 level video course

Enrollment Limit: 12

Enrollment Preferences: current and prospective Art majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$125

Distributions: (D1)

Attributes: FMST Core Courses

Spring 2020

STU Section: 01 R 9:55 am - 12:35 pm Ilana Y. Harris-Babou

ARTS 271 (F) Sonic Art

Cross-listings: ARTS 271 MUS 271

Secondary Cross-listing

The course explores sound art through research and hands-on creative projects. Students will create original sound works, working collaboratively with partners from complementary disciplines. Precedents for sound installation, sonic pavilions, sound performance and artist-made instruments will be reviewed. Example works include texts on an ancient Greek Chythonic cult, instruments created by contemporary Brazilian transdisciplinary artists, the collaborative group Experiments in Art and Technology (E.A.T.) as well as works by artists showing at Mass MoCa and Documenta 14.

Requirements/Evaluation: presentation of students mini projects (20%), four artistic projects (20%)

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students with either Studio Art or Music experience

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 271 (D1) MUS 271 (D1)

Fall 2019

SEM Section: 01 Cancelled

ARTS 273 (F) Sound Art, Public Music

Cross-listings: MUS 175 ARTS 273

Secondary Cross-listing

Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces--from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno and John Luther Adams, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.

Requirements/Evaluation: class participation, three short (2- to 4-page) essays, a response journal and the creation of four public music works

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: ARTS elective

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 175 (D1) ARTS 273 (D1)

Not offered current academic year

ARTS 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

Secondary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ju-Yu Scarlett Jang

ARTS 275 (S) Sculpture

This course is an exploration of the media and processes of sculpture, with the ultimate goal being visual fluency and the successful expression of your ideas. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. You will be introduced to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking, welding and building forms out of cardboard. The field of sculpture has expanded to encompass wide-ranging approaches towards manipulating form and space, thus a wide variety of media exploration is encouraged.

Requirements/Evaluation: the quality of the work produced as well as participation in critiques, and attendance

Prerequisites: any ARTS 100-level course or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Art Majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$185 lab fee charged to term bill

Distributions: (D1)

Spring 2020

STU Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTS 302 (S) Landscape and Language

Cross-listings: ARTS 302 ENGL 302

Secondary Cross-listing

Colloquially, the word "landscape" refers to pictures or scenes of the land, from farms to forest to wilderness. But more broadly, landscape evokes the complex, dynamic, and ever-shifting relationship between "nature" and our experience of it. Landscape and Language is a seminar that considers the tools we use to represent and narrate our relationship to the natural world. Together, we will investigate how such cultural conventions as travel, perspective, nature, and ecology influence the ways we see and understand place. Drawing from discourses of literature, architecture, art history, contemporary art, and ecocriticism, our goal is to develop a deeper critical understanding of and engagement with landscape (as a collective of readers and as individual investigators). Texts for this course will include an art historical exploration of the relationship between landscape, power, and imperialism by W.J.T. Mitchell, an ethnographic investigation of nearly obsolete place names by Robert MacFarlane, poems by historical and contemporary poets like Jean Toomer, Terrance Hayes, and Lucille Clifton, and contemporary visual art by Helen Mirra and Xaviera Simmons, among others.

Class Format: seminar

Requirements/Evaluation: weekly discussion in an online forum; two short response papers, and a final research paper or creative project (10-12 pages or equivalent) investigating a specific landscape

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 302 (D1) ENGL 302 (D1)

Not offered current academic year

ARTS 319 (F) Junior Seminar

The Junior Seminar is an intensive studio based class designed to provide art majors the opportunity to strengthen their ability to communicate clearly through the visual language by offering an overview of current themes and issues within the art world and beyond. The class is structured around regular studio projects that are designed to help further each student's skill set and broaden their knowledge of contemporary art and its role in society, and, to offer critical and analytic experiences that deepen the students understanding of the role of art in the world.

Class Format: seminar and studio workshop

Requirements/Evaluation: quality of work produced, participation in class discussions and critiques, successful completion of all assignments, and attendance

Prerequisites: three studio courses required for the major, or permission of instructor

Enrollment Preferences: enrollment is limited to Studio Art majors (or permission of instructor)

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Allana M. Clarke

ARTS 323 (F) Colour Function

This tutorial places colour as a central consideration in our object making. Experiments and discussions will include development of dyes and inks, foraging for colours, understanding palettes and their relationship to 'the tasteful' and 'the garish', 'beautiful' and 'the unpleasant', colour blocking, monochromes, culture and colour, and the relationship between a variety of pigments, their medium of suspension, and the material they stain or sit directly on top of, unstable. In this way, we will work with a large selection of media and the assignments will be both foundational and highly experimental; you are creating a hundred new colours within a strict grid--you are mixing two new colours through light and projection alone, with no guides. The course is open to anyone who has taken advanced classes in printmaking + drawing, sculpture, and photography.

Class Format: the class will meet in tutorial pairs once a week and collectively whenever there is a skill workshop

Requirements/Evaluation: weekly assignments and final project; participation, generosity towards studio and studio members; attendance

Prerequisites: any 200-level art studio class or submit a portfolio for consideration

Enrollment Limit: 10

Enrollment Preferences: Art Studio majors

Expected Class Size: 6

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

TUT Section: T1 R 9:55 am - 12:35 pm Pallavi Sen

ARTS 329 (F) Architectural Design II

A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. *One project will be built full-scale by the students in the class.*

Class Format: design studio, site visits, lectures, readings

Requirements/Evaluation: quality of designs during the term

Prerequisites: ARTS 220 or ARTS 215

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2019

STU Section: 01 F 1:10 pm - 3:50 pm Ben Benedict

ARTS 337 (S) This Is An Experiment!

Keeping printmaking as our source and primary method, this class will use the possibilities within the discipline to create layered, expansive, and highly experimental surfaces. Students will work with a variety of printmaking techniques, and build on their existing knowledge of etching, relief, lithography, and screen printing. They will take risks with inks and their viscosity, the scale of their printing blocks, the temperamental nature of their

material, the variety of methods on a single print, and consider outcomes that go beyond images on paper. Prior printmaking experience is strongly recommended. Students will be evaluated on their progress towards building a print based body of work.

Requirements/Evaluation: active and thoughtful participation, time and thought dedicated to their studio practice/project, completion of assignments

Prerequisites: any printmaking class

Enrollment Limit: 12

Enrollment Preferences: Art majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTS 338 (S) Persona (DPE)

Cross-listings: ARTS 338 THEA 338

Primary Cross-listing

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Requirements/Evaluation: timely completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend lectures and class trips

Prerequisites: some experience with studio art courses, art history courses, performance experience, or consent of the instructor

Enrollment Limit: 10

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 W 10:00 am - 12:15 pm Thursday Org Mtg 8:00 pm - 8:25 pm Allana M. Clarke

ARTS 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: ARTS 385 THEA 385

Primary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's *Parangole*, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$125

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ARTS 418 (S) Senior Seminar

In this capstone class for studio art majors, students define, research, create and present an original body of work which will be exhibited in the Williams College Museum of art. We will focus on strengthening ideas, developing formal skills and practicing critical analysis. Students may work in any medium in which they have developed a high degree of proficiency. The class will meet in large and small groups throughout the semester for critique and discussion and also have assigned readings, films, and/or lectures.

Class Format: intensive studio art class

Requirements/Evaluation: attendance, class participation, completion of all assignments, the quality of the portfolio at midterm and of the final portfolio, successful presentation of the project in the museum context

Prerequisites: you must be a senior Art Studio major with all requirements fulfilled by the end of this term

Enrollment Limit: none

Enrollment Preferences: Studio Art major; permission of instructor is required for History and Practice majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: no lab fee, students are responsible for purchasing supplies

Distributions: (D1)

Spring 2020

STU Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pallavi Sen

ARTS 497 (F) Independent Study: Art Studio

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Amy D. Podmore

ARTS 498 (S) Independent Study: Art Studio

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum

includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Amy D. Podmore

Winter Study -----

ARTS 10 (W) Relief Printmaking--The Woodcut

This course will explore relief printmaking through the lens of the woodcut. Wood is sculptural--soft, hard, porous, inconsistent, it has knots and grain. Cedar cuts like butter while mahogany seems impossible to penetrate. We will learn how to capitalize on these inconsistencies by working *with* the material to realize unique prints. We will explore an array of cutting strategies as we apply them to various types of wood. Students will learn how to use the press, register prints, and how to make a small edition. The course will begin with translating drawing into a print with one matrix, leading students to make a color reduction print and a multi-block print. We will look at these techniques from a historical lens, its relevance to the textile industry and its applications in anti-establishment Latin American image culture. We will read texts that address the conceptual implications of mechanical production by Renee Green, Luis Camnitzer, and Franz Kafka. Through discussions and critiques, we will examine this practice from a variety of cultural, conceptual, and historical standpoints, both within the conventions of printmaking as well as in its experimental applications. The class will meet for three hours on Thursday and Friday. Students will be expected to complete work outside of class to present the following week. There is a \$70 lab fee per student that covers materials and travel allowance. We will take one field trip to The Clark Institute, where we will look at historical woodcuts in the Manton Study Center for Works on Paper. Adjunct Instructor Bio: Chris Domenick is an interdisciplinary artist living and working in Western, MA.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$70

Winter 2020

LEC Section: 01 RF 1:00 pm - 3:50 pm Chris Domenick

ARTS 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Secondary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des

Rencontres Photographiques de Guyane.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Daniel Goudrouffe

ARTS 14 (W) Introduction to Ceramic Sculpture

This course will provide students with a foundation in the ceramic process, its history, and its evolving role in contemporary art. We will explore a variety of construction methods, hand building techniques, glazing, and firing. Through lectures, demonstrations, and group discussion, we will think critically about the role of this ancient material in both fine art and everyday life. Emphasis will be placed upon experimentation; conventions will be learned and disrupted. Students will develop a personal language in the material, exhibiting an independent project at the end of the term. Work will be evaluated both conceptually and technically during a final group critique. Regular attendance and active participation are essential. We will meet twice a week in three-hour sessions. Students are expected to spend a significant amount of time outside of class working independently.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference will be given to seniors

Grading: pass/fail only

Materials/Lab Fee: \$125

Winter 2020

LEC Section: 01 MR 1:00 pm - 3:00 pm Ilana Y. Harris-Babou

ARTS 15 (W) Introduction to Indian Drawing Techniques

Cross-listings: ARTH 15 ARTS 15

Primary Cross-listing

The jewel-like world of Indian painting is famous for its stylized naturalism and mastery of line. This course will introduce students to the technique and imagery of this art form. The course is designed as a workshop in which students will learn to use traditional materials and techniques. The class will focus on the practice of copying and taking inspiration from original masterworks of Indian art housed in the Williams College of Museum of Art (WCMA). By engaging with a non-western practice, the aim of the course is to expose students to a pluralistic engagement with art and art history. In addition to learning the basics of drawing and painting techniques, students will also learn paper and pigment preparation. The workshop will focus on the *siah qalam* brush and ink rendering technique, the backbone for the more advanced techniques of *neemrang* and *gadrang*, which pertain to color application. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples. Students will have the opportunity to exhibit their final projects at Spencer Hall.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: response to one question: why is it important for you to take this course?

Grading: pass/fail only

Materials/Lab Fee: \$35

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 15 ARTS 15

Winter 2020

LEC Section: 01 Cancelled

ARTS 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Secondary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: \$75

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 16 CHEM 16

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 9:00 am - 11:50 am John W. Thoman

ARTS 17 (W) Writing Art

Cross-listings: ARTS 17 ENGL 17

Secondary Cross-listing

This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read various examples of such work to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, and will spend considerable time in local museums and archives engaging intimately with works of art through various writing prompts. We'll meet six hours a week, but your own engagement with this class will occupy significantly more time, averaging around twenty hours a week.

Requirements/Evaluation: final project or presentation

Prerequisites: some experience with creative making will be very helpful

Enrollment Limit: 10

Enrollment Preferences: instructor interview and writing sample

Grading: pass/fail only

Materials/Lab Fee: approximately \$100 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 17 ENGL 17

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Jessica M. Fisher

ARTS 18 (W) Can I Ask You Something?

Cross-listings: ARTS 18 ENGL 18

Secondary Cross-listing

"Can I Ask You Something?" takes students on an exploration of the ways personal narrative can become fuel for making art. For their project, each student will begin by interviewing a meaningful person in their lives (this can be a family member, a mentor, a friend, or even someone you have never met and have been dying to talk to!) and recording the interview in video or audio form. The interviews will revolve around questions which are personally meaningful and urgent to each student, for example, but not limited to: identity and its relationship to the body; the politics of everyday life, family dynamics and the way they affect one's identity and worldview. These recorded interviews will then become the fuel for artworks ranging in media from video, performance and dance to sculpture, photography, drawing, and audio collage. Each student's trajectory will be completely unique and informed by their own curiosity, the art-making techniques they wish to learn, and the topics explored in their interviews. In addition, we will learn about contemporary artists who have used interviews and personal narratives as the inspiration and jumping-off point for their work. Adjunct Instructor Bio: Gabriela Vainsencher is a Brooklyn-based visual artist who makes videos, site-specific installations, drawings, and sculptures. Vainsencher was Williams College's Levitt fellow in 2009, and since then she has taught a winter study class in 2012-2018. She is also a curator and an art critic. Vainsencher's recent exhibitions include a solo exhibition at A.I.R. Gallery in New York and a two-person show at the MuMA museum in Le Havre, France. She is also a Bronx Museum AIM Fellow for 2019-20.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students who write the instructor about why they are interested in the class

Grading: pass/fail only

Materials/Lab Fee: \$40

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 18 ENGL 18

Winter 2020

LEC Section: 01 MR 10:00 am - 12:50 pm Gabriela Vainsencher

ARTS 19 (W) The Restless Collection

Cross-listings: INTR 19 LEAD 19 ARTS 19 ARTH 19

Primary Cross-listing

The Restless Collection, led by San Francisco-based independent curator Jordan Stein with curatorial staff from the Williams College Museum of Art (WCMA), investigates the WCMA permanent collection and other regional art collections as resources for the Williams College community and beyond. With an eye toward the coming Presidential election and ideas of resistance, agitation, and power, students will conduct both a broad survey of the WCMA collection and in-depth case studies of several artworks. The course's final project includes generating a speculative exhibition proposal against the backdrop of the current political moment. Fundamental questions include: How is an art collection assembled, let alone maintained and mediated? How is a collection evidence of a certain philosophy or proof of a particular position? Should collecting habits change in times of significant political disquiet? What is an exhibition and who governs the terms of its engagement? How has the form been activated not only by curators, but also by artists as a poem, proposal, or declaration? Through reading, dialogue, and hands-on learning, we develop strategies for how to dust off, contextualize, and re-contextualize complex collection artworks in public art galleries by employing "the exhibition" as a vehicle for ideas. The course further offers the chance to collaborate with WMCA and WC staff, including representatives from various departments, including archives, curatorial, collections, engagement, digital media, installation/preparation, and more. Potential site visits include Hancock Shaker Village, Bennington Museum, Williamstown Historical Society, and other special meetings. Adjunct Instructor Bio: Jordan Stein is an independent curator and collaborator with an interest in expanded models and methods of exhibition-making, over-looked and under-sung histories of art, and linking the past and present through the varied presentation of critical objects, non-objects, and ideas. He has organized exhibitions in a variety of institutions and scales, including the Berkeley Art Museum and Pacific Film Archive, Artists Space (New York), Matthew Marks Gallery (New York), the Renaissance Society (Chicago),

The Glass House (New Canaan, CT), and San Francisco City Hall. He is a co-founder of the interdisciplinary collaborative group Will Brown, which realized over three dozen exhibitions and programs in their Mission District storefront from 2012-2015 before working parasitically with other organizations. He founded Cushion Works, a just-in-time gallery on the second floor of an active cushion-making workshop, in 2017. With Will Brown, he is the author of Bruce Conner: Brass Handles, and with Jason Fulford is the editor of Where to Score, a collection of hippie-era classified advertisements. Please see <http://jordanstein.com/> for more information.

Class Format: workshop/seminar

Requirements/Evaluation: exhibition proposal

Prerequisites: keen interest in museums, art collections and culture

Enrollment Limit: 8

Enrollment Preferences: random selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 19 LEAD 19 ARTS 19 ARTH 19

Winter 2020

LEC Section: 01 MWR 10:00 am - 10:50 am Jordan Stein, Christina Yang

ARTS 23 (W) STEAM Sandboxes: Public Pedagogy and Transformative Learning

Cross-listings: ARTH 23 PSYC 23 ARTS 23

Secondary Cross-listing

Where, when, and how do children learn outside of school? What is STEAM education, and who has access to it? Why does creative youth development matter in our society? Creative problem solving--the flexibility, persistence, and openness to generate and apply novel solutions to problems--is essential for success in school, the workplace, and beyond. The Bay Area Discovery Museum (BADM) has developed a pedagogical framework for educators to build children's creative problem-solving skills through intentional experiences. We will use this framework to guide our exploration of informal learning environments, including museums, libraries, and other out-of-school places, investigating how children--and adults in their lives--access learning in STEAM content areas, especially the sciences and the arts. In addition to class meeting time, we plan to take two or three day-long field trips to local and regional museums and other educational sites. Alongside our research in the field and discussions in class, students will create a journal in the medium of their choice (written, visual, aural) to document and reflect on their learning. Students will also work individually or collaboratively to design a prototype for a STEAM exhibition, event, song, podcast, video, or project of their choosing that they will present at the end of the session. We welcome anyone with an interest in contributing to the field of education, making, creating, and innovating! This course is not limited to students with backgrounds in psychology, the sciences, or art. Class is scheduled for M and W afternoons with mandatory all- and partial-day field trips scheduled during Weeks 1-3. Dates of the field trips are TBD, and may fall either on Tuesdays, Wednesdays, or Thursdays. Helen Hadani, Director of Research at BADM, and Molly Polk, from the Center for Learning in Action, will co-teach this course. Adjunct Instructor Bio: Molly was the founding education coordinator and curator for Kidspace at MASS MoCA and has taught children of all ages in informal learning environments, including museum galleries and dance studios, ski trails and forest floors, food pantries and assisted living centers. She works with Williams students who teach and mentor K-6 students at Brayton and Greylock Schools in North Adams. Her research areas of interest include student-driven learning and equity of access in K-12 public education. Adjunct Instructor Bio: Helen Hadani is the Director of Research at the Center for Childhood Creativity (CCC)--the research and advisory division of the Bay Area Discovery Museum (BADM)--and authors publications that synthesize scientific findings on children's learning and cognition for parents and educators.

Requirements/Evaluation: final project (individual or collaborative) in a medium of choice, accompanied by an informal presentation; as part of the process in developing their final projects, students will work together to provide feedback to each other prior to presenting their work; a rubric based on the CREATE framework will be available for students to use as a guideline for their projects as they consider pedagogical approaches, design features, and the learning outcomes for young people

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have relevant experience through course- or fieldwork in Psychology and/or education will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$35

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 23 PSYC 23 ARTS 23

Winter 2020

LEC Section: 01 MW 1:00 pm - 2:50 pm Molly H. Polk, Helen S. Hadani

ARTS 31 (W) Senior Studio: Independent Project Art Studio

Independent project to be taken by candidates for honors in Art Studio.

Class Format: Independent project

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Amy D. Podmore

ARTS 99 (W) Independent Study: Art Studio

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Amy D. Podmore

ART (Div I)

GRAD ART

Director: Professor Marc Gotlieb

- Esther S. Bell, Lecturer in the Graduate Program in Art History
- Victoria Brooks, Visiting Lecturer in the Graduate Program in Art History
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Art Department
- Marc Gotlieb, Director of the Graduate Program in Art History and Class of 1955 Memorial Professor of Art; affiliated with: Art Department
- Olesya Ivantsova, Visiting Lecturer in the Graduate Program in Art History
- Murad K. Mumtaz, Assistant Professor of Art; affiliated with: Graduate Program-Art History
- Paul C. Park, Senior Lecturer in English; affiliated with: Graduate Program-Art History

MASTER OF ARTS IN ART HISTORY

Requirements

To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (normally in January) (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in two foreign languages, one of them German (for more specific information on the language requirements, see below, after the listing for ARTH 597/598). At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least eight of the twelve courses must be graduate seminars. Included among them are four required of all students: ARTH 504, "Methods of Art History," to be taken during the first semester; ARTH 506, "Graduate Art History Writing Workshop" and ARTH 507, "Object Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth.

Students must also fulfill a distribution requirement by undertaking coursework in three of six areas:

East Asian, Indian, Islamic art

Ancient Near Eastern, Egyptian, Greek, and Roman art

Early Christian, Byzantine, and Western Medieval art to 1400

Western art, 1400 to 1780

Western art, 1780 to present

Arts of Africa, Oceania, and the Americas (Pre-Hispanic or Native American cultures)

Students may petition the Director to apply a thematic or non-period specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

Undergraduate Courses and Private Tutorials

With permission from the Director and the individual instructors, students may take up to four undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange up to two private tutorials (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects, including bibliography, and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the students and their faculty supervisors.

Of the minimum requirement of twelve courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

The Qualifying Paper

The Qualifying Paper is normally a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor's agreement to be engaged in the Qualifying Paper process.

On the first Friday of their fourth semester, students submit drafts of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Post-Doctoral Teaching Fellow). Although a draft, this version of the paper should be brought to a high level of completion.

Early in the fourth semester, students and their readers meet together to discuss the drafts. Within six weeks of these discussions (at a date determined by the Director), students submit their Qualifying Papers. Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

The Graduate Symposium

All second-year students speak in the Symposium, presenting 20-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise, but are not limited to, the Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice sessions for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director.

Grades and Academic Standing

The Program uses the following grading system:

A+ = truly exceptional (4.33)

A = outstanding (4.00)

A- = excellent (3.67)

B+ = good (3.33)

B = satisfactory (3.00)

B- = barely adequate (2.67)

C = inadequate (0)

E = failing (0)

Courses in which students receive a grade below B- do not receive graduate credit.

Letter grades are used in all seminars except ARTH 507, 509, and 563. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail. Grades in language courses are converted to Pass/Fail on the Williams transcript and are not calculated in the GPA. The Director reviews students' records at the end of the first year; those with GPAs of 3.00 or lower may be asked to resign from the Program.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor's revised deadline, which will be no later than the second Monday of the next semester's classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who resign from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full-time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

Language Courses

The Graduate Program's degree requirements include reading competence in two languages (other than English) of scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as the second although, with permission of the Director, other languages may serve. The Program offers dedicated courses in reading French and German for art history. Other language classes at Williams are listed in the course catalog, although the coordination of undergraduate and graduate schedules can be challenging.

Incoming students' language preparation is assessed through exams administered at the outset of the semester. In French and German, scores attained on SAT II reading examinations determine placement within the two-semester language course sequence.

French: If students attain a minimum score of 700 on the French placement exam, they are exempted from further coursework in that language. With a score between 500 and 700, they are placed into the graduate course of readings in art history, French 512. With a score below 500, they enroll in the introductory course, French 511. In the case of a second language other than French, arrangements will be made on an individual basis.

German: With a score below 450, students enroll in the introductory course, German 515. Students who score between 450 and 500 are placed into German 516. With scores between 500 and 700, students enroll in the advanced reading course, German 513. Students attaining a minimum

score of 700 on the German placement exam are exempted from further coursework in that language.

ARTH 500 (F) Clark Visiting Professor Seminar: writing TO art

Cross-listings: ARTH 400 ARTH 500

Primary Cross-listing

In this seminar, we will think about writing TO art and for it, rather than merely about it; but first, we will think about how we think. I intend that we read essays and stories that confront the ways in which we think. That might sound abstract, but in fact it is rather concrete: we bring to works of art our predilections or tastes, psychologies, politics, habits of mind, in short, our subjectivity. We are not blank slates, art is not, either. Art is layered with its own history, and histories, criticisms, reactions, rejections, movements. Art is not static. How do we writers move with art, confront our reactions, and ask why we have them. To me, one of the most important aspects in writing is judging one's own reactions, for instance, in the choice of words. To that end, that of confronting our thinking, we will read, among other things: Adorno's "Coming to Terms with the Past;" Joan Scott's "The Evidence of Experience;" Kafka's "Josephine the Mouse Singer and the Mouse People," and "The Hunger Artist;" Freud's "Notes on War and Death," and Craig Owens', "On Speaking to Others" and "Feminism and Post-Modernism." We will also read some of my anti-art art criticism, or what I call stories written in relationship to art. Some of these employ fictions, some not. We will read a few of my "Madame Realism" pieces, as well as essays on Warhol and some other contemporary artists. We will do some writing. We will visit with or be visited by critics and/or artists. We will look at art in galleries, and write about what we have seen.

Requirements/Evaluation: writing assignments, participation

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students get preference; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 400 (D1) ARTH 500 (D1)

Fall 2019

SEM Section: 01 T 1:10 pm - 4:00 pm Lynne Tillman

ARTH 501 (S) Museums: History and Practice

Cross-listings: LEAD 301 ARTH 303 ARTH 501

Primary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in the institutions of our time. The seminar will focus on museums past and present internationally as it also considers the future of museums, doing so as it examines governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues associated with the repatriation and restitution of cultural property. The course will consider current trends in exhibition, public education and other programming in art museums that range in size and type from the "encyclopedic" or "universal" to newly established contemporary arts institutions and alternative spaces. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 301 (D1) ARTH 303 (D1) ARTH 501 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Michael Conforti

ARTH 503 (S) Clark Visiting Professor Seminar: Ethics of Abstraction

Cross-listings: ARTH 403 ARTH 503 ARTH 400 ARTH 500

Primary Cross-listing

The course will interrogate abstraction as a strategy in 20th and 21st century art around the globe, and its manifold implications for political projects of being, seeing, and knowing together. We will look at how various artists turn to non-representation as a means for thinking differently about issues as divergent as flatness, vision, progress, decay, identity, violence, solidarity, negation, and protest. How might we read acts of judgment performed by abstract artists, i.e., separating what is alien from that which is intrinsic, as ethically activated? How do we account for the ways abstraction has figured centrally not only in modernist art histories, but also in economic and political theories (as in the abstraction of use into exchange value)? How, too, have representation and figuration (as ostensible opposites of abstraction) been positioned as ethical tactics? We will take an object-oriented approach that foregrounds the complexity of movement between "thing" and abstract "effect," examining divergent valences from postwar abstract painting up to contemporary abstraction as it supports coded meanings, eccentricities, and alternative (feminist, queer, marginal, racialized) formations.

Requirements/Evaluation: research paper, class presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 403 (D1) ARTH 503 (D1) ARTH 400 (D1) ARTH 500 (D1)

Not offered current academic year

ARTH 504 (F) Proseminar in Research and Method

The Graduate Program Proseminar on Research and Method explores key topics in contemporary interpretation and practice through readings and classroom discussion with visiting scholars. Each week we will read work authored and/or selected by our class visitor, particularly with an eye to the larger methodological and historiographical issues as they arise from the readings, and more generally in the visitors' field. Visitors will include Clark Fellows, Graduate Program faculty, and others. Students enrolled in the Proseminar will also participate in workshops directed to professional art-historical practice, including research strategies and methods, critical reading, and expository writing.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 R 1:10 pm - 3:50 pm Marc Gotlieb

ARTH 506 (S) An Expository Writing Workshop

A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscurantist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 M 1:10 pm - 3:50 pm Paul C. Park

ARTH 507 (S) Object Workshop

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Requirements/Evaluation: participation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Grading: pass/fail option only

Distributions: (D1)

Spring 2020

SEM Section: 01 TBA Marc Gotlieb

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 MR 6:30 pm - 8:30 pm Thomas J. Branchick

ARTH 509 (S) Graduate Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: symposium

Requirements/Evaluation: each student will present three practice runs and a final oral presentation at the symposium

Prerequisites: successful completion and acceptance of the Qualifying Paper

Grading: pass/fail option only

Unit Notes: limited to and required of second-year students in the Graduate Program in the History of Art

Distributions: (D1)

Spring 2020

SEM Section: 01 TBA Marc Gotlieb, Emmelyn Butterfield-Rosen

ARTH 510 (F) Approaches to Drawing from Connoisseurship to Conceptualism

This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have pushed the medium's boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The seminar will coincide with a major loan exhibition at the Clark of over one hundred drawings from the Renaissance through contemporary: Drawing in Depth: Master Drawings from the Thaw Collection. The class will be held in the Manton Study Center for Works on Paper and the Clark galleries with visits to the Williams College Museum of Art.

Requirements/Evaluation: involved class participation, several short presentations, one short paper, and a final paper approximately 20 pages

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 512 (F) Why Look at Animals? Some Contemporary Positions

This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as objects for human delectation—to be owned, eaten, or symbolized with—than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.

Requirements/Evaluation: active class participation, presentations, writing assignments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: MA students, then advanced Art History undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 W 2:00 pm - 4:40 pm Robert Wiesenberger

ARTH 515 (F) Creating Whiteness: Racial Taxonomies in 'American' Art, 1650-1900

Cross-listings: AMST 355 ARTH 515

Primary Cross-listing

"What is race?" "How is a race created?" "What are the racial histories and subsequent political implications of 'American' art?" These are the central questions of our exploration. Drawing on two centuries of making in the Americas—from 17th century casta paintings of New Spain to the pictorialist photographs of Fred Holland Day—this object-based seminar for graduate students (and undergraduates with instructor's approval) draws upon area collections (including WCMA and The Clark Art Institute) to make the argument that racial ideologies have always been sutured to definitions of an American canon. Our approach is the case study: devoting one or two class meetings to the exploration of eight specific moments/artists in order to engage with the intersectional ideologies of personal and collective identity, e.g., self and the Divine; portraiture and the nation, armed conflict, and the constructed mutabilities of gender and sexuality. Additional artists and topics include: the Stuart family's images of George Washington and Thomas Jefferson; advances in photographic technology vis-a-vis the amputated bodies of Civil War veterans; gender fluidity in John Singer Sargent; and the equation of homoeroticism and black bodies in pictorialism. Designed to provide breadth and specific moments of depth, we will be covering processes of making across multiple mediums and time periods. An elementary reading knowledge of French, Latin, Portuguese, and/or Spanish will not go amiss.

Requirements/Evaluation: research paper, presentations

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 355 (D1) ARTH 515 (D1)

Not offered current academic year

ARTH 519 (S) Architectural Theory and Modernity, 1750-1968

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory—in the form of treatises, manifestos, and critical reviews—has exercised an enormous

effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but no longer. Why is that? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 15- to 20-page seminar paper, based on comments and discussion following a classroom presentation.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

ARTH 521 (S) Islam and the Image in Indian Painting, c.1450-c.1750

This seminar will explore Indian painting made for Muslim patrons from the medieval period to the early modern era. The course considers how paintings produced for an elite Indo-Muslim audience can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar will also address some of the major problems that continue to haunt Indian art scholarship. For most of its history, the academic study of Indian painting has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts—a curious oversight in light of the fact that miniature painting is primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted miniature paintings. Western museums continue to place paintings made for books and albums in their "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences—even at times bound in the same albums—are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? In order to understand the various intended functions of miniature painting and its possible role as an "Islamic" art, the seminar will explore ways to conceptually reintegrate images and texts belonging to key manuscripts and albums that were dispersed during the colonial and post-colonial periods. To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Murad K. Mumtaz

ARTH 523 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art

Cross-listings: ARTH 523 ARTH 424

Secondary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world

and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 523 (D1) ARTH 424 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

SEM Section: 01 F 1:10 pm - 3:50 pm Peter D. Low

ARTH 524 (F) The Watchful Object

What is implied by an object that "watches"? Is it sentient? Animate? Through what apparatus does it gain the power to perceive and in turn generate some type of action? Watchful objects--sometimes known problematically as 'fetishes,' 'idols,' and 'totems'--have existed in numerous material cultures in Africa over time and have often been saddled with titles and labels that largely reflect colonial-era notions of primitivism linked with non-Western objects, spaces, and peoples. Even today, many of these objects are still inappropriately connected to systems of the occult rather than being recognized as crucial cogs in the socio-political, cultural, and spiritual mechanics of lived experience on the continent both past and in some cases present. The purpose of this seminar, thus, is to unpack the multiple identities that these objects have experienced as a way of understanding 1.) the circumstances and situations that catalyzed their production; and 2.) how their various material and metaphorical components function as power-producing elements that enable these forms to become 'watchful' presences in society that operate in accordance with their 'observations' of the human condition. This course will also address how the psychological agency of many of these material traditions has prompted their inclusion and absorption within contemporary artistic practices as well, often in the form of productions and performances that provoke unsettling and often transformative experiences in viewers.

Requirements/Evaluation: in-class presentations, class discussion, and a final research project

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227 ARTH 327 ARTH 527

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the

most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 227 (D1) ARTH 327 (D1) ARTH 527 (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Kevin M. Murphy, Stephen C. Sheppard

ARTH 530 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings: CLAS 236 ARTH 530

Primary Cross-listing

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 236 (D1) ARTH 530 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 535 (F) The Medieval Object

Cross-listings: ARTH 535 ARTH 435

Secondary Cross-listing

After years of focusing on theory, scholars of medieval art have returned to an examination of physical objects. Distinctly strange and even monstrous, such small material things as reliquaries, liturgical vessels, game pieces, and textiles transgress the traditional categories of art, some made from precious materials and others of such base substances as bones and dirt. Even books were treated as tangible things, not only to be read as texts, but also to be looked at, paraded, and displayed with the Eucharist. Collected in church treasuries during the Middle Ages, exchanged, and reconfigured, medieval objects served simultaneously as earthly assets and spiritual investments. The seminar will focus on the making, function, and collecting of medieval objects. Each student will participate in weekly discussions stimulated by the instructor's presentations and selected readings. Students will also conduct research on an object available for study, will present an analysis of it for discussion by the class, and submit a 15- to 20-page term paper taking into account any comments and criticisms.

Class Format: three hours per week

Requirements/Evaluation: class participation, oral presentation, 15- to 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Art majors and Art History graduate students; 16 (8 undergrad, 8 graduate)

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 535 (D1) ARTH 435 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 536 (S) Charles and Maurice Prendergrast in WCMA Collections

This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice's Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers' work that may (or may not) prove productive in resituating their place in American art.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 Cancelled

ARTH 540 (F) In Vinculus Invictus: Portraits in Prison

Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

Requirements/Evaluation: oral and written assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then upper level undergraduate Art History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 M 1:10 pm - 3:50 pm Olivier Meslay

ARTH 541 (F) Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud

This interdisciplinary seminar examines the rise of evolutionary biology, a new explanatory paradigm that solidified in Europe in the middle of the nineteenth century, and its ramifications in art and aesthetic theory in the late nineteenth and early twentieth centuries. We will consider how natural histories of creation, and corresponding reclassifications of the human as a species category, went hand in hand with a reconceptualization of the aesthetic faculties, and the processes of art's production and reception. A core component of this seminar will be the close study of key texts by Charles Darwin, and two thinkers who were among the most radical in extending his key insights into the domain of aesthetic theory--the psychoanalyst Sigmund Freud, and the philosopher Friedrich Nietzsche. These primary texts will provide points of departure for studying the work of a number of innovative practitioners working across a range of media, among them the composer Richard Wagner, the Neo-Impressionist painter Georges Seurat, the architect Adolf Loos, the choreographer Vaslav Nijinsky, and the art historian Aby Warburg. Methodologically a major aim of this seminar is to think together critically about the nature of art's relations to other domains of cultural production such as science or philosophy, and to interrogate what it means, both practically and epistemologically, to pursue "interdisciplinarity" as a strategy for art history.

Requirements/Evaluation: seminar presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: PHIL Related Courses

Not offered current academic year

ARTH 542 (F) Insubordinate Bodies: The Body in Conceptual Art in Latin America, 1960-1980

The use of the body--be it the artist's or those of willing and unwilling participants--is among art's most significant developments internationally since the 1960s. In Latin America between the 1960s and 1980s, activating the body not only was a strong conceptual strategy to escape object-based practices; it was also a potent way for artists to disobey and confront forms of violence and control exerted by repressive regimes. But the body too

was a forceful medium by which artists could subvert heteronormative frameworks, through the visualization and performance of feminist critiques and queer identities. This seminar will explore the role of the body in Latin American conceptual art through localized case studies, elucidating the body's particular strength as a vehicle for political and institutional critique, as well as its potential to unlock alternate narratives of conceptual practices in the region.

Requirements/Evaluation: active participation and weekly assignments, leading class discussion, three short responses, and final research paper

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 543 (F) Color, High and Low

Why should color in prints be controversial? For most of the nineteenth century—even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production—entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark's collection, this course will explore the range of associations that attached to color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 M 10:00 am - 12:40 pm Anne R. Leonard

ARTH 544 (S) Women Artists in Paris, 1850-1900

In this seminar, we will examine the historically undervalued contributions of women in the art of the later nineteenth century. During this period, leading artists from around the world, including many women, were drawn to the academies, museums, salons, and studios of Paris. While women were largely excluded from formal training, many nonetheless navigated the complex systems of artistic production. We will focus on this multinational group of talented women (including Marie Bashkirtseff, Rosa Bonheur, Anna Ancher, Mary Cassatt), and we will assess their work against contemporary sociopolitical thought and aesthetic theories. Readings will draw upon early critical reviews of public exhibitions, biographical materials, studies of pedagogical and institutional practices, and social histories of art. In and through these materials, we will explore the marginalizing narrative that was created for women artists in Paris, and, most importantly, we will reconstruct an alternative history through our discussions and class presentations.

Requirements/Evaluation: seminar presentations and research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference given to graduate students and then to senior Art History majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 545 Architectural Theory in Crisis

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

Class Format: presentations

Requirements/Evaluation: several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

Prerequisites: permission of instructor

Enrollment Limit: 11

Enrollment Preferences: Graduate students

Expected Class Size: 10

Grading:

Distributions: (D1)

Not offered current academic year

ARTH 546 (F) Texere: The Material Philosophy of Print and Textile, ca. 1500-1900

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin *texere*: to weave. As this etymological root indicates, the action of making cloth provides the metaphoric structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 R 10:00 am - 12:40 pm Caroline O. Fowler

ARTH 547 (S) The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

Requirements/Evaluation: presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced Art History major undergrads

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 548 (S) Landscape, Theory, Ideology

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMA's collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 R 10:00 am - 12:40 pm Horace Ballard

ARTH 549 (F) Art, Biology, Beauty

This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world--gender difference broadly but also more specifically racial difference in the human species--motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

Requirements/Evaluation: seminar participation, presentations, research paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 T 10:00 am - 12:40 pm Emmelyn Butterfield-Rosen

ARTH 550 (S) The History, Theory, and Problem of Connoisseurship

The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vaguery-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 M 10:00 am - 12:40 pm Esther Bell

ARTH 554 (S) The Matrix and the Market: Printmaking and Photography in the Nineteenth Century

During the last half of the 19th century, technical, commercial, and aesthetic approaches to printmaking and photography experienced dramatic paradigm shifts. Etching, for example, simultaneously functioned as a reproductive medium and one that carried experimental, vanguard associations. Practitioners of lithography strove to distance themselves from denigrating commercialism and raise the medium's status to a respected art form. Photography, in turn, negotiated the boundaries between "documentary" and "artistic." This seminar will address the complex issues that swirled around printmaking and photographic matrices, critical responses to the various processes, artist-driven initiatives, and the formative role of the art market and book trade in shaping popular opinion. We will consider these topics across political and geographic borders from Europe to the United States, reading both primary and secondary sources. The class will be held in the new Manton Study Center for Works on paper with visits to Chapin library and the Williams College Museum of Art likely.

Class Format: seminar

Requirements/Evaluation: students will be responsible for readings and involved class discussion; several short and one long presentation; and a final paper (20-25 pages)

Enrollment Limit: 12

Enrollment Preferences: Graduate Program students and then to senior Art History majors

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 562 (F) Art of California: Pacific Standard Time

Cross-listings: ARTH 562 ARTH 462 LATS 462 AMST 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

Prerequisites: ARTH 102

Enrollment Limit: 15

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 562 (D1) ARTH 462 (D1) LATS 462 (D2) AMST 462 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ARTH 563 (F)(S) Contemporary Curatorial Workshop

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets all year

Prerequisites: graduate art students

Enrollment Limit: 25

Enrollment Preferences: only open to graduate students

Expected Class Size: 25

Grading: pass/fail option only

Distributions: (D1)

Fall 2019

SEM Section: 01 TBA Victoria Brooks

Spring 2020

SEM Section: 01 TBA Victoria Brooks

ARTH 567 (F) What is Art Criticism? Current Debates, Past Precedents

Taking as its point of departure recent debates concerning a purported "crisis" of art-criticism, this seminar considers traditions of writing about the work of living artists in modernity. We will begin with current literature and then pivot back to the eighteenth century, tracing a sequence of episodes in art criticism's evolution as a genre by looking at key works of art as mediated by their first critics. Emphasis will be placed on close readings of primary historical texts as prompts for thinking through the following broad questions, among others: What is critique, and what is art criticism? Is the art critic a

judge, a historian, a partisan, a participant, or an artist in her own right? How do forms of distribution impact the content of art criticism, and how does art criticism impact the form and content of art? What is the relationship, if any, between taste, assessment of value, and interpretation of meaning? Artists considered include, among others, Boucher, Friedrich, Whistler, Seurat, Pollock, Piper.

Class Format: seminar

Requirements/Evaluation: two short writing assignments, twenty page final paper

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 573 (S) Modern and Contemporary Art from the Middle East and North Africa

This is an exciting time for art from the Middle East and North Africa. Contemporary artists are exhibiting in international shows and biennales, and the global art market has responded to collector interest and crowned its favorites. The visibility and celebration of these artists, however, does not take into account the larger historical arena of cultural production and artistic practice from which they emerge. In terms of the discipline of art history, the field of modern painting and contemporary visual practice in the region is in its first generation of formation and definition. Drawing on very recent scholarship in art history and visual anthropology, we will explore the "history" of modern and contemporary art in the Middle East and North Africa (from the 1920s-the present). We will pay particular attention to how key terms and categories such as: modern, contemporary, Islamic, and Arab, have been constructed, deployed and debated by artists, institutions and scholars in the field. We will explore the role of museums, art schools, archives and biennales in the region, the creation of art publics and communities, and how the international market has responded to contemporary production. And perhaps most importantly, we will study work by artists that identify with the region and engage and complicate constructions of race, gender, religion, environment, autonomy and community.

Class Format: seminar

Requirements/Evaluation: short response essays and a culminating research paper

Enrollment Preferences: graduate program students and then senior Art History and Arabic Studies majors

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 575 (F) Regression as Modern Fantasy: Archaism, Primitivism, Prehistory

This course analyzes the implications of European modernity's engagement with cultural artifacts it wanted to classify beneath the prefix "pre." We take as our object an aesthetic strategy employed with increasing frequency by modern artists in Europe after 1800: the self-conscious mobilization of visual forms thought to telegraph priority to later advancements, whether historically or developmentally. Our inquiry, beginning with the German Nazarenes and extending into the early twentieth century around the moment of WW1, foregrounds such strategies as key to grasping new notions of temporality and geography that emerged in European modernity. We will inquire into the historical and intellectual contexts that sustained chronological and cultural primitivisms, including the history of colonialism, discoveries of Paleolithic cave art, and the emergence of the modern disciplines of archeology, anthropology, ethnography, child psychology, and psychoanalysis. Alongside close visual scrutiny of some of modernism's most canonical and problematic objects, including key works by Picasso and Gauguin, we will examine the literature that proliferated in this period devoted to the art of peoples deemed "primitive," including the Greeks in the pre-classical period, non-Western peoples, and children.

Requirements/Evaluation: seminar presentations, research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate students

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 586 (F) Japanese Popular Visual Culture

Cross-listings: ARTH 286 ARTH 586 ASST 186 COMP 186

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 286 (D1) ARTH 586 (D1) ASST 186 (D1) COMP 186 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

ARTH 587 (S) Crash! The Car Accident as Myth and Metaphor in American Art and Visual Culture

A year after MoMA elevated machinery to high art in 1934, Grant Wood painted *Death on The Ridge Road* (Williams College Museum of Art), a depiction of the deadly side of the streamlined modern machines that Alfred Barr might have presented at MoMA. A generation later, Andy Warhol's *Death and Disasters* series multiplied gruesome images of crushed cars and bodies to numbing effect. During the ensuing years, both Jackson Pollock and David Smith (among others) became traffic fatalities. Roughly bookended by the Great Depression and the 1960s, but also considering works of art and visual materials before and after those parameters, this seminar will explore the stakes of car crash imagery for American artists and culture. Readings may include topics in trauma studies, automotive technology, physics, posthumanism, law, and object oriented ontology as well as grounding participants in American art and history of the middle third of the twentieth century. Participants in the course will also have the opportunity to help shape the content, themes, and narrative of an exhibition on car accidents in American art being organized by WCMA.

Requirements/Evaluation: oral presentations and written assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then advanced undergraduate Art History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 595 (F) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Marc Gotlieb

ARTH 596 (S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01

ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Marc Gottlieb

ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit

Undergraduate Lecture Course Taken for Graduate Credit

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Marc Gottlieb

ASIAN AMERICAN STUDIES

Asian American Studies is an interdisciplinary field of study that examines the histories, literatures, cultures and lived experiences of people of Asian descent living in the United States and diasporically in other countries of the Americas. This field of study holds an important role in exploring not only the Asian American experience as framed within the larger intellectual inquiries of race and ethnicity in national and global contexts but also issues of transnationality and diaspora. Knowledge in this field is critical in understanding the U.S. society, history, literature, religion, etc. The critical lens of Asian American studies is also helpful for thinking through many other fields and topics such as colonialism, capitalism, imperialism, immigration, globalization, as well as less overtly racially marked topics such as aesthetics and political theory.

Williams College is yet to build an Asian American Studies concentration or program. Before that happens, students interested in Asian American Studies can take the following courses related to Asian American Studies located in several different academic units.

Fall 2019

AMST 125 Introduction to Asian American Studies (Kim)

AMST 223 Eating Empire: Asian/Pacific Islander/American Foodways and Culture (Kim)

AMST 243 Asian/American and Black Literary and Cultural Thought (Wang)

HIST 384 Selected Topics in Asian American Studies (Wong)

HIST 468 Race, Empire, and the Birth of the American Century (Wong)

WGSS 316 Feeling Queer and Asian (Huang)

Spring 2020

AMST 128 Reading Asian American Literature (Kim)

AMST 382 Transnational Asian/American Film and Video (Kim)

AMST 403 New Asian American, African American, Native American and Latina/o Writing (Wang)

DANC 216 Asian-American Identities in Motion (Tarah)

HIST 381 The Legal History of Asian America (Wong)

MUS 279 American Pop Orientalism (Sheppard)

In addition to the above courses, students are strongly encouraged to take courses on [Race, Ethnicity, and Diaspora in American Studies](#). Students interested in various disciplines about Asia can take courses in [Asian Studies](#).

As of March 2019 when the Course Catalog was finalized, the CPC Asian American Studies Working Group has completed its final report and submitted its recommendations to the senior administration. Based on this report, the Curricular Planning Committee (CPC) and the Committee on Appointments and Promotions (CAP) are actively engaging in discussions about various options regarding possible pathways toward establishing an Asian American Studies program, a concentration, or both at Williams. In the meantime, students interested in pursuing a concentration in Asian American Studies should consult with [Professor Dorothy Wang](#) (American Studies) or [Professor Vivian Huang](#) (Women's, Gender and Sexuality Studies).

ASIAN STUDIES

(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese; on leave Spring 2020
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2019-2020
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Nana Takeda, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Asian Studies Major

Asian Studies is a multi-disciplinary and interdisciplinary major track that combines the humanities and social sciences with language study. It aims to help students develop practical proficiency in an Asian language and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of Asia through a particular disciplinary lens. Beyond training in the discipline they choose for their three-course disciplinary qualification, students have the opportunity to explore a range of other disciplinary approaches and perspectives.

Majors in Asian Studies will:

- Attain a practical proficiency in an Asian language (either Chinese or Japanese currently offered by the department, or Hindi or Korean, offered by the Critical Language Program of the Center for Foreign Languages, Literatures, and Cultures)
- Gain awareness and understanding of a particular country or region in Asia through training in one of the disciplines represented in the Department of Asian Studies (anthropology, art history, economics, history, linguistics, literature, music, political science, religion, or sociology).
- Have an opportunity to explore a range of disciplinary approaches and perspectives in addition to their primary disciplinary focus and apply a range of research methodologies with a focus on interdisciplinarity.
- Develop close reading, analytical writing, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Gain a comparative perspective on issues affecting Asia as a region.
- Develop global awareness and engagement through identification of the values, perspectives, and practices of Asian societies, both past and present.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Asian Studies are indicated below:

Asian Studies Major

Three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.

Three approved electives, which may include further language work.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken

while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Asian Studies should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

ASST 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE)

Cross-listings: ASST 103 ARTH 103

Secondary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: limited number of class discussion, some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ASST 115 (F) The World of the Mongol Empire (WS)

Cross-listings: HIST 115 ASST 115

Secondary Cross-listing

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

Requirements/Evaluation: active participation in discussion, several short papers, and a final research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 115 (D2) ASST 115 (D2)

Writing Skills Notes: Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Aparna Kapadia

ASST 121 (F) The Two Koreas (WS)

Cross-listings: ASST 121 HIST 121

Secondary Cross-listing

The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 121 (D2) HIST 121 (D2)

Writing Skills Notes: In this tutorial, students receive substantial feedback from the professor (and from their partner) both in the sessions and in written comments about all aspects of their writing--argumentation, structure, mechanics. Such feedback is offered on five papers (of 5-7 pages in length) that they write over the course of the semester; they can also elect to receive comments on their final, synthetic paper (12-15 pages in length). Significant guidance is also given on the paper-writing process.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

ASST 122 (S) Old Shanghai, New Shanghai

Cross-listings: ASST 122 CHIN 422

Secondary Cross-listing

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). *The course is conducted in either Chinese or English.* Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

Prerequisites: none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 122 (D1) CHIN 422 (D1)

Not offered current academic year

ASST 186 (F) Japanese Popular Visual Culture

Cross-listings: ARTH 286 ARTH 586 ASST 186 COMP 186

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 286 (D1) ARTH 586 (D1) ASST 186 (D1) COMP 186 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

ASST 195 (F) Korean

Cross-listings: ASST 195 CRKO 101

Secondary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 195 (D1) CRKO 101 (D1)

Fall 2019

LEC Section: 01 TBA Jane E. Canova

ASST 196 (S) Korean

Cross-listings: CRKO 102 ASST 196

Secondary Cross-listing

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

Prerequisites: CRKO 101

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 102 (D1) ASST 196 (D1)

Spring 2020

LEC Section: 01 TBA Jane E. Canova

ASST 197 (F) Hindi

Cross-listings: CRHI 101 ASST 197

Secondary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 101 (D1) ASST 197 (D1)

Fall 2019

LEC Section: 01 Cancelled

ASST 198 (S) Hindi

Cross-listings: CRHI 102 ASST 198

Secondary Cross-listing

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

Prerequisites: CRHI 101

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 102 (D1) ASST 198 (D1)

Spring 2020

LEC Section: 01 Cancelled

ASST 207 (F) An Exploration of Japanese Language and Culture

Cross-listings: ASST 207 JAPN 407

Secondary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 207 (D1) JAPN 407 (D1)

Attributes: Linguistics

Not offered current academic year

ASST 212 (F) Transforming the "Middle Kingdom": China, 2000 BCE-1600

Cross-listings: HIST 212 ASST 212

Secondary Cross-listing

China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 212 (D2) ASST 212 (D2)

Attributes: GBST East Asian Studies Electives GBST Middle Eastern Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

ASST 213 (S) Modern China, 1600-Present

Cross-listings: HIST 213 ASST 213

Secondary Cross-listing

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

Class Format: discussion

Requirements/Evaluation: class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 35-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 213 (D2) ASST 213 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

ASST 217 (F) Early Modern Japan

Cross-listings: ASST 217 HIST 217

Secondary Cross-listing

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 217 (D2) HIST 217 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Eiko Maruko Siniawer

ASST 218 (S) Modern Japan

Cross-listings: ASST 218 HIST 218

Secondary Cross-listing

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 218 (D2) HIST 218 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

ASST 219 (S) Japanese Culture and History from Courtiers to Samurai and Beyond

Cross-listings: HIST 219 JAPN 219 ASST 219 COMP 229

Secondary Cross-listing

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 219 (D2) JAPN 219 (D1) ASST 219 (D2) COMP 229 (D2)

Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

ASST 220 (S) Being Korean in Japan

Cross-listings: ASST 220 JAPN 220

Secondary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm exam; group presentation; final essay

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 220 (D1) JAPN 220 (D1)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Eun Young Seong

ASST 221 (F) The Making of Modern South Asia: 1750-1950 CE

Cross-listings: GBST 221 ASST 221 HIST 221

Secondary Cross-listing

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: discussion

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 221 (D2) ASST 221 (D2) HIST 221 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

ASST 222 (S) History and Society in India and South Asia: c. 2000 to 1700s CE

Cross-listings: ASST 222 HIST 220

Secondary Cross-listing

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: discussion

Requirements/Evaluation: class participation, response papers and presentation, 2 essays, a mid-term and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 222 (D2) HIST 220 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Aparna Kapadia

ASST 232 (S) Buddhist Economics

Cross-listings: ASST 232 REL 232

Secondary Cross-listing

Or, "From 'Shark Tank' to 'Monk Cave': Business and Socially Engaged Buddhism". Television shows like Shark Tank, featuring a panel of potential investors who consider propositions from aspiring entrepreneurs, evinces that popular culture values only the making of profit. In such a capitalistic world, who are the "winners" and "losers"? What impact does a business/product have beyond its intended consumer benefits? What is the Buddhist response to business and commerce and its overall effects on individuals, society, and ecology? This course will challenge students to research, analyze, and devise resolutions for real world issues, by having students employ Buddhist solutions informed by concepts such as compassion, interconnectedness, and Socially Engaged Buddhism. Students will scrutinize the related concept of "structural violence". We will look at examples from Bhutan's "Gross Domestic Happiness", Thailand's "Sufficiency Economy", China's state-led religious charities under the name of "Humanistic Buddhism", as well as the ordination of trees. This course hopes to prepare students to be critical, rather than merely passive, world citizens, especially in the realm of business, and to be more conscious and aware of their everyday life choices and its impact on every aspect of society.

Requirements/Evaluation: attendance and active participation 20%; short writing assignments 25%; mid-term exam 25%; final project and presentation 30%

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Religious Studies majors and Asian Studies majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 232 (D2) REL 232 (D2)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susanne Ryuyin Kerekes

ASST 233 (S) Spiritual Crossroads: Religious Life in Southeast Asia

Cross-listings: ASST 233 REL 253 ANTH 233

Secondary Cross-listing

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 233 (D2) REL 253 (D2) ANTH 233 (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Not offered current academic year

ASST 243 (F) Red Chamber Dreams: China's Greatest Novel as Literature and Legacy

Cross-listings: ASST 243 COMP 245

Secondary Cross-listing

The eighteenth-century novel *Dream of the Red Chamber*, also known as *Story of the Stone*, is widely regarded as China's greatest novel due to the intricacy of its narrative and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. We will read the novel through a variety of critical approaches, addressing it both as a work of literature and as a cultural phenomenon.

Class Format: seminar

Requirements/Evaluation: three 2-page papers, one 5-page paper, and a final 6- to 7-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: COMP majors, then ASST majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 243 (D2) COMP 245 (D1)

Not offered current academic year

ASST 244 (S) Mind and Persons in Indian Thought

Cross-listings: REL 244 ASST 244

Secondary Cross-listing

In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages)

Prerequisites: prior exposure to Buddhism or philosophy, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 244 (D2) ASST 244 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

ASST 245 (F) Nationalism in East Asia

Cross-listings: ASST 245 PSCI 354 HIST 318

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 245 (D2) PSCI 354 (D2) HIST 318 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm George T. Crane

ASST 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ASST 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia

Cross-listings: ASST 250 REL 250

Secondary Cross-listing

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen

by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

Class Format: discussion

Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religious Studies and Asian Studies majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 250 (D2) REL 250 (D2)

Attributes: GBST East Asian Studies Electives PHIL Related Courses

Not offered current academic year

ASST 253 (S) Love and Death in Modern Japanese Literature

Cross-listings: ASST 253 COMP 255

Secondary Cross-listing

One thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences--love and death--and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. *The class and the readings are in English.*

Class Format: discussion

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 253 (D1) COMP 255 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

ASST 254 (S) The End of the World in Japanese Literature and Visual Culture

Cross-listings: COMP 264 ASST 254

Secondary Cross-listing

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is

an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shōhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kōbō, Murakami Haruki and Murakami Ryū; and apocalyptic comics and animation by Oshii Mamoru, Ōtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*

Class Format: discussion

Requirements/Evaluation: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 264 (D1) ASST 254 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

ASST 255 (S) Buddhism: Ideas and Practices

Cross-listings: ANTH 255 REL 255 ASST 255

Secondary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 255 (D2) REL 255 (D2) ASST 255 (D2)

Attributes: GBST South + Southeast Asia Studies Electives PHIL Related Courses

Not offered current academic year

ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)

Cross-listings: ANTH 256 REL 256 ASST 256 WGSS 256

Secondary Cross-listing

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history.

We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen in Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 256 (D2) REL 256 (D2) ASST 256 (D2) WGSS 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Attributes: GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ASST 266 (S) Confession and Deception in Japanese Literature

Cross-listings: ASST 266 COMP 266

Secondary Cross-listing

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 266 (D1) COMP 266 (D1)

Attributes: GBST East Asian Studies Electives

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

ASST 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ASST 270 (S) Visual Arts of Japan

Cross-listings: ASST 270 ARTH 270

Secondary Cross-listing

This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post-Impressionist paintings, for example).

Requirements/Evaluation: three 30- to 40-minute quizzes, two short papers, film screening, class attendance

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 270 (D1) ARTH 270 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

ASST 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogie) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

ASST 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**Cross-listings:** REL 272 ARTH 272 ASST 272**Secondary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Requirements/Evaluation: 3 fifteen-minute quizzes, 1 three to five-page paper, 1 eight to ten-page paper, a midterm, and a final exam**Prerequisites:** none**Enrollment Limit:** 25**Expected Class Size:** 25**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Murad K. Mumtaz

ASST 273 (S) The Arts of the Book in Asia**Cross-listings:** ARTH 273 ASST 273**Secondary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

Requirements/Evaluation: 2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam**Prerequisites:** none**Enrollment Limit:** 25**Enrollment Preferences:** preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 273 (D1) ASST 273 (D1)

Not offered current academic year**ASST 274 (S) Chinese Calligraphy: Theory and Practice****Cross-listings:** ARTH 274 ARTS 274 ASST 274**Secondary Cross-listing**

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the

literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ju-Yu Scarlett Jang

ASST 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)

Cross-listings: ASST 278 REL 278

Secondary Cross-listing

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Requirements/Evaluation: attendance and active participation: 15%; short writing assignments, 8 total (1 page): 25%; midterm exam (in-class): 25%; group presentation of object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 278 (D2) REL 278 (D2)

Difference, Power, and Equity Notes: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Not offered current academic year

ASST 284 (S) Introduction to Asian American History (DPE)

Cross-listings: HIST 284 ASST 284 AMST 284

Secondary Cross-listing

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)

Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

ASST 297 (F) Intermediate Korean

Cross-listings: CRKO 201 ASST 297

Secondary Cross-listing

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 201 (D1) ASST 297 (D1)

Not offered current academic year

ASST 298 (S) Intermediate Korean

Cross-listings: CRKO 202 ASST 298

Secondary Cross-listing

Continuation of intermediate skills in speaking and writing.

Class Format: twice-weekly review sessions

Prerequisites: CRKO 201

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 202 (D1) ASST 298 (D1)

Not offered current academic year

ASST 312 (F) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: HIST 312 ASST 312 REL 312 GBST 312

Secondary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 312 (D2) ASST 312 (D2) REL 312 (D2) GBST 312 (D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

ASST 313 (F) The People's Republic: China since 1949

Cross-listings: HIST 313 ASST 313

Secondary Cross-listing

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 313 (D2) ASST 313 (D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

ASST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

Cross-listings: ARTH 314 HIST 314 ASST 314

Secondary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper

Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

Enrollment Limit: none

Enrollment Preferences: graduating seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 314 (D2) HIST 314 (D2) ASST 314 (D2)

Attributes: ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia, Murad K. Mumtaz

ASST 316 (F) Feeling Queer and Asian**Cross-listings:** COMP 313 WGSS 316 ASST 316**Secondary Cross-listing**

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Prerequisites: none**Enrollment Limit:** 20**Enrollment Preferences:** WGSS majors**Expected Class Size:** 12**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 313 (D2) WGSS 316 (D2) ASST 316 (D2)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Vivian L. Huang

ASST 319 (F) Gender and the Family in Chinese History**Cross-listings:** ASST 319 WGSS 319 HIST 319**Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

Class Format: discussion**Requirements/Evaluation:** class participation, several short papers, and a final paper**Prerequisites:** none; open to first year-students with instructors permission**Enrollment Limit:** 25**Expected Class Size:** 20**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 319 (D2) WGSS 319 (D2) HIST 319 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses**Not offered current academic year****ASST 321 (F) History of U.S.-Japan Relations****Cross-listings:** HIST 321 ASST 321**Secondary Cross-listing**

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 150 years, at times erupting into

clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 321 (D2) ASST 321 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

ASST 341 (S) Caste, Race, Hierarchy

Cross-listings: ANTH 341 AFR 341 ASST 341 GBST 341

Secondary Cross-listing

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 341 (D2) AFR 341 (D2) ASST 341 (D2) GBST 341 (D2)

Not offered current academic year

ASST 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Secondary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 Cancelled

ASST 376 (S) Zen Buddhist Visual Culture: The Path to Nirvana

Cross-listings: ASST 376 ARTH 376 REL 252

Secondary Cross-listing

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 376 (D1) ARTH 376 (D1) REL 252 (D1)

Not offered current academic year

ASST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

ASST 389 (S) The Vietnam Wars

Cross-listings: HIST 389 LEAD 389 ASST 389

Secondary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 389 (D2) LEAD 389 (D2) ASST 389 (D2)

Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

ASST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean

Cross-listings: GBST 391 ASST 391 HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

ASST 413 (S) History of Taiwan (WS)

Cross-listings: ASST 413 HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 413 (D2) HIST 481 (D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial

partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Not offered current academic year

ASST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy

Cross-listings: GBST 488 HIST 488 REL 388 ASST 488

Secondary Cross-listing

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: five to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 488 (D2) HIST 488 (D2) REL 388 (D2) ASST 488 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not offered current academic year

ASST 493 (F) Senior Thesis: Asian Studies

Asian Studies senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA George T. Crane

ASST 494 (S) Senior Thesis: Asian Studies

Asian Studies senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA George T. Crane

ASST 497 (F) Independent Study: Asian Studies

Asian Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA George T. Crane

ASST 498 (S) Independent Study: Asian Studies

Asian Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA George T. Crane

Winter Study -----

ASST 12 (W) The East is Red? Socialism in Asia

Cross-listings: PSCI 11 ASST 12 HIST 12

Primary Cross-listing

This course provides a historical and political overview of socialism in Asia from the 1910s to the present. It examines the spread and influence of Marxism in Asia, the policies of socialist states and movements in relation to decolonization, the Cold War, and the Sino-Soviet split, and the marriage between market reforms and ostensibly socialist governments in the present day. In addition to looking at the socialist governments of China, North Korea, Vietnam, and Cambodia, we will examine cases of "unsuccessful" socialist parties in Japan, Indonesia, and India. Class materials include memoirs of survival by non-state actors, the writings of socialist leaders (Mao Zedong, Ho Chi Minh, M.N. Roy, etc), and cultural constructions such as revolutionary theatre, songs, and contemporary films. Questions that will be addressed include: Why did Marxism, a Eurocentric theory of revolution intended for advanced capitalist societies, find such resonance in Asia? How was Marxism adapted for an Asian environment? Twenty-five years after the fall of communism, why have Asian socialist states remained in power? And in the scales of history, how should we judge the effects of socialism in Asia? Evaluation will be based on two in-class presentations and a final research paper. Attendance and participation will also be taken into account. We will meet three times a week for two-hour sessions. Adjunct Bio: John Knight has a Ph.D in East Asian History with a focus on Modern China. He graduated in 2017 from The Ohio State University. He has previously taught East Asian and World History at the Rhode Island School of Design, Ohio State University, Capital University, and Seton Hall.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to students majoring in Asian Studies, History, or Political Science

Grading: pass/fail only

Materials/Lab Fee: \$15

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 11 ASST 12 HIST 12

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm John M. Knight

ASST 14 (W) Martial Arts in Movies and Real Life

Movies that feature martial arts action rarely win Oscars or get much critical attention. Nevertheless, the best of these films can inspire extraordinary devotion amongst fans, spark bitter feuds regarding which martial arts star would win in a fight, and are often the reason new students arrive at the door of a martial arts school and begin a journey which changes their lives forever. A case can also be made that, by providing an experience of extraordinary and cathartic violence, they help individuals and society regulate their less civilized impulses. They are also a lot more fun to watch when you know something about martial arts--and the only legitimate way to know something about martial arts is to experience them first hand, rather than only on screen. This course blends two hours of daily training with twice-weekly screenings of some of the best martial arts films ever made. The Martial Arts training (10am-Noon each weekday morning in Currier Ballroom) will mostly be in the Japanese art of Aikido, a synthesis of the Samurai arts of Kenjutsu (swordsmanship) and Jujutsu (grappling). Training will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw friends twice their size across the room. 25% of training time will be devoted to sword, staff, and dagger techniques. Joining us for several sessions will be Stage Combat Instructor and fight choreographer Alexei Syssoyeva, who will oversee students choreographing their own fight sequence, using stage combat techniques (i.e. the skills required to make it look like a real fight when it isn't). Additional relevant experiences, such as meditation practice and outdoor misogi will be woven into the course as schedules and weather permit. The films: *7 Samurai*, *Last Samurai*, *Uzumasa Limelight*, *Enter the Dragon*, *Crouching Tiger Hidden Dragon*, *Robin Hood (Errol Flynn version)*, *Brotherhood of the Wolf*, *Kill Bill (volume 1)*.

Adjunct Instructor Bio: Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied for 21 years at Aikido West in Redwood City under Frank Doran Shihan. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity.

Requirements/Evaluation: 10-page paper

Prerequisites: same physician's approval on file as the school requires to participate on sports teams; students do not have to be especially athletic, and in Aikido women train as equals with men

Enrollment Limit: 20

Enrollment Preferences: selection via questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$175

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am M 6:30 pm - 8:30 pm Robert H. Kent

ASST 15 (W) Contemporary Indian Society

Cross-listings: ASST 15 HIST 15

Secondary Cross-listing

With a population of nearly 1.4 billion, India is one of the fastest growing regions of Asia and the world. It is also the largest and most diverse country in South Asia. What are some of the most important social and political concerns in India today? How do Indians think of questions of culture and identity in a globally connected world? What are the interests and aspirations of India's youth? How are forces of nationalism and divisive politics defining Indian society today? In this course, we will explore these questions through the most recent non-fiction books on Indian history and society. We will also watch a number of documentaries that address some of these questions. The objective of the course is to engage students in lively discussion and debates about these issues that shape India today.

Requirements/Evaluation: participation in discussions, student-led discussions in addition to a 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: short written application

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 15 HIST 15

Winter 2020

LEC Section: 01 Cancelled

ASST 31 (W) Senior Thesis: Asian Studies

To be taken by all students who are candidates for honors in Asian Studies.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA George T. Crane

ASST 99 (W) Independent Study: Asian Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA George T. Crane

ASIAN STUDIES

CHINESE

(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese; on leave Spring 2020
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2019-2020
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marilyn & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Nana Takeda, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Chinese Major

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global

citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate-High level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China's diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Chinese are indicated below:

Chinese Major

- Four additional semesters of Chinese language (300-level or higher).
- One semester of Classical Chinese.
- One approved course in Chinese literature, linguistics, or culture.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Chinese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for CHIN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

CHIN 101 (F) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit

granted only if both semesters (CHIN 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Cecilia Chang

CON Section: 02 MWF 9:00 am - 9:50 am Cecilia Chang

CON Section: 03 MWF 10:00 am - 10:50 am Cecilia Chang

CHIN 102 (S) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 101 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Cecilia Chang

CON Section: 02 MWF 9:00 am - 9:50 am Cecilia Chang

CON Section: 03 MWF 10:00 am - 10:50 am Cecilia Chang

CHIN 131 (S) Basic Cantonese

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese and which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

Class Format: dialog performance, drills, communicative exercises, oral reading, questions and discussion

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Chinese and Asian Studies majors who have no prior background in Cantonese

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

CHIN 140 (F) Introduction to Traditional Chinese Literature

Cross-listings: CHIN 140 COMP 140

Primary Cross-listing

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the *Analects* of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 140 (D1) COMP 140 (D1)

Not offered current academic year

CHIN 152 (S) Introduction to Taiwanese/Southern Min Language and Culture

This course, which includes a required, fully-funded two-week field trip to Taipei, Quemoy (Jinmen), and Xiamen over Spring Break, constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the major Chinese "dialects," this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese. Required Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, a journal and term paper based on the field trip, and an oral and written final exam; Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 8

Enrollment Preferences: if course is over-enrolled, students will be selected based on a statement of rationale and goals for wishing to participate, with CHIN and ASST majors receiving priority

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 201 (F) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Prerequisites: CHIN 102 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Li Yu

LEC Section: 02 M-F 10:00 am - 10:50 am Li Yu

CHIN 202 (S) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Prerequisites: CHIN 201 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Li Yu

LEC Section: 02 M-F 10:00 am - 10:50 am Li Yu

CHIN 214 (F) Foundations of China

Cross-listings: ANTH 212 REL 218 HIST 214 GBST 212 CHIN 214

Primary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 212 (D1) REL 218 (D1) HIST 214 (D1) GBST 212 (D2) CHIN 214 (D1)

Attributes: HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)

Cross-listings: ANTH 223 CHIN 223

Primary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

Class Format: discussion

Requirements/Evaluation: class attendance, active in-class participation, presentations, two short (5-page) response papers, one 24-hr take-home mid-term, and one final paper (10-12 pages)

Prerequisites: none, open to all students; no knowledge of Chinese language required

Enrollment Limit: 20

Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: books and reading packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Attributes: ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

CHIN 224 (F) Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China

Cross-listings: CHIN 224 COMP 219

Primary Cross-listing

This course introduces modern China through literature, culture, and critical thought, covering the last decade of the 19th century, the first half of the 20th century, and a few years after the founding of the People's Republic of China. We will read important examples of fictions, essays, and poems by modern Chinese thinkers and writers. We will engage with film, theatrical performances, and other forms of popular culture from the late Qing Dynasty to the years before the Cultural Revolution. We will also read works that were created at the peripheries of history such as cross-cultural diasporic Chinese writings beyond the geographical limits of China. Delving into issues of revolution, war, enlightenment, and modernization, we will gain insights through close readings of these works about the fundamental questions that were faced by modern China and Chinese people. The first three decades of the 20th century witnessed the great achievements of canonical modern writers as well as eruption of multiple historical movements. They also saw the emergence of a modernized popular culture, new social classes, and awakening gender activists in the urban spaces. The next twenty years underwent a revolutionary turn to be more concerned with nationalist issues under the impact of war. While a singular revolutionary literature ensued in mainland China after 1949, literary and cultural modernism as a form of resistance in the context of Cold War started to develop in the sinophone regions other than mainland China such as Taiwan and Hong Kong. In this class, all readings are in English. Complementary readings in

original Chinese texts are not required but welcomed.

Class Format: discussion

Requirements/Evaluation: mid-term exam; final exam; final writing project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors; Asian Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 224 (D1) COMP 219 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Chen Wang

CHIN 225 (F) The Fantastic in Chinese Literature

Cross-listings: CHIN 225 COMP 225

Primary Cross-listing

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Requirements/Evaluation: participation, weekly posting, three writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 225 (D1) COMP 225 (D1)

Not offered current academic year

CHIN 226 (S) Chinese Film and Its Significant Others

Cross-listings: COMP 296 CHIN 226

Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the \$527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological

order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: attendance and participation, short response papers (1- 2-pages each), one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 296 (D1) CHIN 226 (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Cross-listings: CHIN 227 THEA 227 COMP 227

Primary Cross-listing

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and *Kun* Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings: CHIN 237 COMP 297

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 237 (D1) COMP 297 (D1)

Attributes: FMST Core Courses

Not offered current academic year

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. *All readings in English with some examples in Chinese.*

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses Linguistics

Not offered current academic year

CHIN 253 (F) "Disease" in Modern Chinese Literature and Culture

Cross-listings: WGSS 255 CHIN 253 COMP 254

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in

their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 255 (D2) CHIN 253 (D1) COMP 254 (D1)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

CHIN 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Primary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

CHIN 301 (F) Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, short essays, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 MW 11:00 am - 11:50 am Cecilia Chang

CHIN 302 (S) Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, short essays, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 301 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Man He

CON Section: 02 MW 11:00 am - 11:50 am Man He

CHIN 312 (F) Introduction to Classical Chinese

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Christopher M. B. Nugent

CHIN 401 (F) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Chen Wang

CON Section: 02 W 1:10 pm - 2:00 pm Chen Wang

CON Section: 03 Cancelled

CHIN 402 (S) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 401 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Chen Wang

CON Section: 02 W 1:10 pm - 2:00 pm Chen Wang

CON Section: 03 Cancelled

CHIN 413 (S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature

This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian *Analects*, the *Mencius*, and the *Zhuangzi*. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 312 or prior coursework in Classical Chinese

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 420 (S) Masterpieces in Modern Chinese Literature

"To modernize the *Chinese* people, it has to start from the modernization of the genre 'novel'." Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

Class Format: discussion

Requirements/Evaluation: participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 Cancelled

CHIN 422 (S) Old Shanghai, New Shanghai

Cross-listings: ASST 122 CHIN 422

Primary Cross-listing

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of

contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). *The course is conducted in either Chinese or English.* Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

Prerequisites: none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 122 (D1) CHIN 422 (D1)

Not offered current academic year

CHIN 423 (F) A Century of Romance: Emotional Life in Modern Chinese Literature and Visual Culture

The modernization of the Chinese nation is accompanied by revolutionary changes in Chinese people's understanding of their domestic world. Through readings of literary and visual productions, this course introduces students to the modern Chinese conceptualizations of sexuality, love, and family life at varying historical stages. With emotional feelings and experiences at its thematic center, the course is mainly organized by genre and form, the purpose of which is twofold: one, to help students understand comprehensively how the private life of modern Chinese has been intertwined with the grand history of a nation-state; two, to develop students' language proficiency through the study of different literary genres and visual forms. We will read literary and visual representations of, for instance, the transforming family structures in the revolutionary years, romantic experiences during the socialist construction, and gender relations in the reform era. We will, through exercises of translation, interpretation, and creative imitation, get ourselves more familiar with genres including but not limited to poems, short stories, correspondence, diaries, critical essays, song lyrics, play scripts, etc. The course is conducted in Mandarin, but some bilingual materials are also involved for translation and interpretation purposes.

Requirements/Evaluation: oral presentation; translation project; short piece of creative writing.

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Chen Wang

CHIN 424 (S) Navigating across Cities: Space, Materials, and (Wo)Men in the Sinophone World

This course focuses on the theme of urban modernity in Sinophone world, namely, Chinese-speaking districts and regions including but not limited to PRC China. Through the lens of literary and multi-media productions such as fictional writings, films, TV programs, newspaper reports and columns, stage performance, and art exhibitions that are created among various Chinese-speaking communities in and about the urban settings---Beijing, Shanghai, Chengdu, Hong Kong, Taipei, cities in other Asian countries as well as those in the United States---this course expects to discuss the representations of space, materials, and people that are connected to and by such a language called "Chinese" in its broadest, most complicated, and, in some cases, controversial sense. What is Chinese(s)? What is Chinese culture(s)? What roles does Chinese language play in urban productions? How is space and material experienced through a particular language and language culture? These are some of the questions we will explore in the course. The classes are conducted with a combination of seminars, semi-tutorial writing workshops, oral presentations, and field trips (contingent upon available events). All materials for discussion are in Chinese.

Class Format: all materials for discussion are in Chinese

Requirements/Evaluation: several papers; oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MF 9:55 am - 11:10 am Chen Wang

CHIN 425 (F) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format and collaborating with a graduate program in Chinese pedagogy in Taiwan, this course is designed to provide opportunities for Williams students to engage in direct conversation with a language partner on course assignments and for the MA students in Taiwan to gain practical training in helping non-native speakers of Mandarin Chinese develop linguistic proficiency at the levels of Advanced Low to the Advanced Mid based on the ACTFL proficiency guidelines.

Class Format: semi-tutorial format, students will meet as a large group periodically for linguistic development and two to three people groups regularly for discussions

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3-5 pages) and one final paper (5-7 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: seniors and Chinese majors; email the instructor

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 431 (S) Introduction to Chinese Linguistics

Is Chinese--whose nouns "lack" number and whose verbs have no tense--a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. *Readings in English and Chinese, with class discussion in Mandarin*

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom performance, homework, two short papers, and one longer paper

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese or Asian Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

CHIN 493 (F) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA George T. Crane

CHIN 494 (S) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA George T. Crane

CHIN 497 (F) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA George T. Crane

CHIN 498 (S) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA George T. Crane

Winter Study -----**CHIN 14 (W) Loyalty and Righteousness: Female Knight Errants in the Chinese Tradition**

Cross-listings: CHIN 14 HIST 14

Primary Cross-listing

The aura of the Chinese knight-errant's alternative universe (jianghu, lit. rivers and lakes) has never waned thanks to the thriving literature of Chinese martial arts. Recognized as the oldest genre of Chinese popular fiction still being written today, the martial arts novel constructs a fascinating human sociality where chivalry and altruism govern, stateless subjects wander, and heroic grace unfolds. This course will examine the literary, artistic, and social imagination of this jianghu in selected modern martial arts novels written by Jin Yong (aka Louis Cha Leung-yung) and Gu Long. It also compares Jin Yong's oeuvre, endorsed by die-hard fans, with the breathtaking yet controversial C(H)ollywood martial arts extravaganzas that have been released in the current millennium. Students will inquire into the themes of righteousness and law, self and state, martial arts and medicine, body and gender, and the martial arts world and postcolonial history; as well as traditional philosophical concepts of yin and yang, and "between the people" (minjian) and "all under heaven" (tianxia). Finally, we will explore the genre's aestheticism via literary and visual constructions in the cultural text.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: students will be asked to write an essay to explain their interest and rationale for this course

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 14 HIST 14

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Man He

CHIN 31 (W) Senior Thesis: Chinese

To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA George T. Crane

CHIN 88 (W) Chinese Sustaining Program

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically

enroll you in the Sustaining Program, check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Chinese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Winter 2020

LAB Section: 01 MTR 9:00 am - 9:50 am Woei Wei Koay, Zixian Peng

CHIN 99 (W) Independent Study: Chinese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA George T. Crane

ASIAN STUDIES
JAPANESE
(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese; on leave Spring 2020
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2019-2020
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Nana Takeda, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Japanese Major

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students' understanding of and familiarity with diversity and dynamicity in Japanese culture.

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Japanese are indicated below:

Japanese Major

Four additional semesters of Japanese language (300-level or higher).

One approved course in Japanese language (400-level), literature or culture.

One approved elective on Japan.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

JAPN 101 (F) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Shinko Kagaya

CON Section: 02 MWF 11:00 am - 11:50 am Nana Takeda

CON Section: 03 MWF 12:00 pm - 12:50 pm Nana Takeda

JAPN 102 (S) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 101

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Kasumi Yamamoto

CON Section: 02 MWF 9:00 am - 9:50 am Nana Takeda

CON Section: 03 MWF 10:00 am - 10:50 am Nana Takeda

JAPN 131 (F) Introduction to Japanese Linguistics

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam

Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 201 (F) Intermediate Japanese

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 101-102 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Shinko Kagaya

CON Section: 02 MWF 9:00 am - 9:50 am Nana Takeda

CON Section: 03 MWF 10:00 am - 10:50 am Nana Takeda

JAPN 202 (S) Intermediate Japanese

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 201 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 11:00 am - 11:50 am Nana Takeda

CON Section: 03 MWF 12:00 pm - 12:50 pm Nana Takeda

JAPN 220 (S) Being Korean in Japan

Cross-listings: ASST 220 JAPN 220

Primary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm exam; group presentation; final essay

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 220 (D1) JAPN 220 (D1)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Eun Young Seong

JAPN 223 (S) Japanese Food Culture in a Global Context

Cross-listings: JAPN 223 COMP 223

Primary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions and class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223 (D1) COMP 223 (D1)

Not offered current academic year

JAPN 258 (S) Language and Literacy Development

Cross-listings: JAPN 258 PSYC 258

Primary Cross-listing

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 260 (F) Japanese Theatre and its Contemporary Context

Cross-listings: JAPN 260 COMP 262 THEA 262

Primary Cross-listing

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? *All readings and discussion will be in English.*

Class Format: discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 260 (D1) COMP 262 (D1) THEA 262 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

JAPN 274 (F) Confronting Japan

Cross-listings: COMP 274 JAPN 274

Primary Cross-listing

This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Japanese majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 274 (D1) JAPN 274 (D1)

Not offered current academic year

JAPN 276 (S) Premodern Japanese Literature and Performance

Cross-listings: JAPN 276 COMP 278

Primary Cross-listing

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 276 (D1) COMP 278 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

JAPN 301 (F) Upper-Intermediate Japanese

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 202 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Eun Young Seong

JAPN 302 (S) Upper-Intermediate Japanese

This course is a continuation of Japanese 301. Students will, further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 301 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Eun Young Seong

JAPN 401 (F) Advanced Japanese

A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)

Prerequisites: JAPN 302 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Eun Young Seong

JAPN 402 (S) Advanced Japanese

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)

Prerequisites: JAPN 401 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

JAPN 406 (F) Advanced Japanese: JLPT 1, 2 or 3

This course is for advanced students, especially for those who would aim to pass Level 1, 2, or 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services. JLPT not only measures examinees' skill level, but has been used as a form of qualification, and also often for employment screening and evaluation. Students will work on all five areas of chōkai (listening comprehension), dokkai (reading comprehension), bunpō (grammar), goi (vocabulary) and kanji, based on their skill level.

Requirements/Evaluation: daily preparation and in-class performance, a weekly journal, and taking the JLPT exam suited to your level in December

Prerequisites: any one of Japanese 300- or 400-level courses or permission of instructor

Enrollment Limit: 5

Expected Class Size: 4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

JAPN 407 (F) An Exploration of Japanese Language and Culture

Cross-listings: ASST 207 JAPN 407

Primary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 207 (D1) JAPN 407 (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA George T. Crane

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA George T. Crane

JAPN 497 (F) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA George T. Crane

JAPN 498 (S) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA George T. Crane

Winter Study -----

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA George T. Crane

JAPN 88 (W) Japanese Sustaining Program

Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Japanese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Winter 2020

LAB Section: 01 MWR 9:00 am - 9:50 am Nana Takeda

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA George T. Crane

ASTRONOMY (Div III)

Chair: Professor Jay Pasachoff

- Kevin Flaherty, Lecturer in Astronomy and Hopkins Observatory Supervisor; affiliated with: Physics Department
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Physics Department
- Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

For the new era of "multimessenger astronomy": What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the recently discovered "chirps" from gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Kepler, K2 and TESS missions to discover planets around other stars, the latest huge telescopes and some results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger of astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey and the Dark Energy Survey are giving clues into how the Universe's currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: none; not open to students who have taken or are taking ASTR 330

Enrollment Limit: 48

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and

evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: discussion, observing sessions, and five labs per semester

Requirements/Evaluation: weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

ASTR 207 (F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance?

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester; as well as improvement in speaking and writing

Prerequisites: ASTR 111 or BIOL 101-102, CHEM 101-102, or GEOS 101 or equivalent science preparation; instructor's permission required

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference given to students who have had ASTR 111

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot, Kevin Flaherty

LAB Section: 02 M 7:00 pm - 9:40 pm Anne Jaskot, Kevin Flaherty

ASTR 217 (S) Planets and Moons

Cross-listings: ASTR 217 GEOS 217

Secondary Cross-listing

This course will examine the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises.

Requirements/Evaluation: one mid-term and one final exam, lab exercises, class participation

Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 217 (D3) GEOS 217 (D3)

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Rónadh Cox

LAB Section: 02 W 1:00 pm - 4:00 pm Rónadh Cox

ASTR 240 (F) Great Astronomers and Their Original Publications

Cross-listings: STS 240 LEAD 240 HSCI 240 ASTR 240 SCST 240

Primary Cross-listing

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels

dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 240 (D3) LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves from the merging of two massive stellar black holes more than a billion light-years away, galaxies and quasars, and formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: discussion three hours per week

Requirements/Evaluation: two hour tests, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors

Enrollment Limit: 48

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: ASTR 336 LEAD 336 HSCI 336

Primary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination

policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 336 (D3) LEAD 336 (D3) HSCI 336 (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment. In this course we will study the interstellar medium in its various forms. We will learn about many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Class Format: plus a 1-hour weekly lecture, computer lab work and observing projects

Requirements/Evaluation: tutorial presentations and weekly problem sets, an hour exam and observing projects

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

Cross-listings: ASTR 404

Primary Cross-listing

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Spring 2020

TUT Section: T1 TBA Anne Jaskot

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Primary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Fall 2019

TUT Section: T1 TBA Jay M. Pasachoff

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495 ASTR 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 495 (D3) ASTR 495 (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496 ASTR 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 496 (D3) ASTR 496 (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Jay M. Pasachoff

ASTR 498 (S) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Jay M. Pasachoff

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499 ASTR 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

Fall 2019

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Spring 2020

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Winter Study -----

ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Majors may take this course with additional reading and assignments. Adjunct Bio: Rob Wittenmyer '98 is Professor of Astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with more than 20 published planet discoveries, and is the Chief Investigator of the Minerva-Australis observatory which is NASA's key Southern ground support for the Transiting Exoplanet Survey Satellite.

Requirements/Evaluation: 10-page paper

Prerequisites: none; majors may take this course with additional reading and assignments

Enrollment Limit: 20

Enrollment Preferences: preference will be given to first years and sophomores

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Rob Wittenmyer

ASTR 20 (W) France under the Nazis 1940-45: Democracy Abandoned, Antisemitism Unleashed

Cross-listings: ASTR 20 HIST 20

Primary Cross-listing

France was Europe's cultural avatar in the 17th century, father of the Rights of Man in the 18th century, Art Capital of the World in the 19th Century, and essential in the 20th to victory in World War I. How did it find itself subservient to the dictates of a foreign ruling power in 1940 and helpless to prevent the usurpation of its democracy? How did France fail to protect the very rights of man that it had long-struggled to establish and achieve? In this course we will examine what happened politically and socially during the Vichy regime of 1940 to 1945. And when Germany's hegemony was upended in 1945 with the victory of the Allies in World War II, how did the French explain to those allies, and to themselves, how France had achieved its salvation? To explain all this, we will examine break-through historical studies from the 1970s, novels written at the time of the occupation and popular today, films of the era and beyond, as well as examples of analyses of French and foreign thinkers following the war and continuing into this century. Classes will meet twice a week for 2-3 hours. Students will be responsible for daily reading of secondary sources in the reading packets. They will view on Glow films from the Vichy era and beyond and be asked to analyze and share their impressions. Each student will be assigned a novel set in Vichy times; they will prepare a concise report for the group and 5-page paper explaining how the novel confirmed or countered their impressions of the era. Adjunct Instructor Bio: Ms. Bowden graduated magna cum laude from Vassar College, studying European history there, and subsequently at Columbia University. She has taught history at independent schools in New York and in the Queen's College graduate Education division.

Requirements/Evaluation: active class participation re readings and film topics, 5-page paper assessing assigned novel, thoughtful synopsis for fellow students

Prerequisites: none, though knowledge of French enriches the experience

Enrollment Limit: 12

Grading: pass/fail only

Materials/Lab Fee: \$36 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 20 HIST 20

Winter 2020

LEC Section: 01 Cancelled

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32 ASTR 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32 ASTR 32

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 99 (W) Independent Study: Astronomy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jay M. Pasachoff

ASTRONOMY (Div III)

Chair: Professor Jay Pasachoff

- Kevin Flaherty, Lecturer in Astronomy and Hopkins Observatory Supervisor; affiliated with: Physics Department
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Physics Department
- Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

For the new era of "multimessenger astronomy": What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the recently discovered "chirps" from gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Kepler, K2 and TESS missions to discover planets around other stars, the latest huge telescopes and some results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger of astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey and the Dark Energy Survey are giving clues into how the Universe's currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: none; not open to students who have taken or are taking ASTR 330

Enrollment Limit: 48

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and

evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: discussion, observing sessions, and five labs per semester

Requirements/Evaluation: weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

ASTR 207 (F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance?

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester; as well as improvement in speaking and writing

Prerequisites: ASTR 111 or BIOL 101-102, CHEM 101-102, or GEOS 101 or equivalent science preparation; instructor's permission required

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference given to students who have had ASTR 111

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot, Kevin Flaherty

LAB Section: 02 M 7:00 pm - 9:40 pm Anne Jaskot, Kevin Flaherty

ASTR 217 (S) Planets and Moons

Cross-listings: ASTR 217 GEOS 217

Secondary Cross-listing

This course will examine the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises.

Requirements/Evaluation: one mid-term and one final exam, lab exercises, class participation

Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 217 (D3) GEOS 217 (D3)

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Rónadh Cox

LAB Section: 02 W 1:00 pm - 4:00 pm Rónadh Cox

ASTR 240 (F) Great Astronomers and Their Original Publications

Cross-listings: STS 240 LEAD 240 HSCI 240 ASTR 240 SCST 240

Primary Cross-listing

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels

dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 240 (D3) LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves from the merging of two massive stellar black holes more than a billion light-years away, galaxies and quasars, and formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: discussion three hours per week

Requirements/Evaluation: two hour tests, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors

Enrollment Limit: 48

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: ASTR 336 LEAD 336 HSCI 336

Primary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination

policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 336 (D3) LEAD 336 (D3) HSCI 336 (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment. In this course we will study the interstellar medium in its various forms. We will learn about many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Class Format: plus a 1-hour weekly lecture, computer lab work and observing projects

Requirements/Evaluation: tutorial presentations and weekly problem sets, an hour exam and observing projects

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

Cross-listings: ASTR 404

Primary Cross-listing

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Spring 2020

TUT Section: T1 TBA Anne Jaskot

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Primary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Fall 2019

TUT Section: T1 TBA Jay M. Pasachoff

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495 ASTR 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 495 (D3) ASTR 495 (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496 ASTR 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 496 (D3) ASTR 496 (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Jay M. Pasachoff

ASTR 498 (S) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Jay M. Pasachoff

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499 ASTR 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

Fall 2019

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Spring 2020

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Winter Study -----

ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Majors may take this course with additional reading and assignments. Adjunct Bio: Rob Wittenmyer '98 is Professor of Astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with more than 20 published planet discoveries, and is the Chief Investigator of the Minerva-Australis observatory which is NASA's key Southern ground support for the Transiting Exoplanet Survey Satellite.

Requirements/Evaluation: 10-page paper

Prerequisites: none; majors may take this course with additional reading and assignments

Enrollment Limit: 20

Enrollment Preferences: preference will be given to first years and sophomores

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Rob Wittenmyer

ASTR 20 (W) France under the Nazis 1940-45: Democracy Abandoned, Antisemitism Unleashed

Cross-listings: ASTR 20 HIST 20

Primary Cross-listing

France was Europe's cultural avatar in the 17th century, father of the Rights of Man in the 18th century, Art Capital of the World in the 19th Century, and essential in the 20th to victory in World War I. How did it find itself subservient to the dictates of a foreign ruling power in 1940 and helpless to prevent the usurpation of its democracy? How did France fail to protect the very rights of man that it had long-struggled to establish and achieve? In this course we will examine what happened politically and socially during the Vichy regime of 1940 to 1945. And when Germany's hegemony was upended in 1945 with the victory of the Allies in World War II, how did the French explain to those allies, and to themselves, how France had achieved its salvation? To explain all this, we will examine break-through historical studies from the 1970s, novels written at the time of the occupation and popular today, films of the era and beyond, as well as examples of analyses of French and foreign thinkers following the war and continuing into this century. Classes will meet twice a week for 2-3 hours. Students will be responsible for daily reading of secondary sources in the reading packets. They will view on Glow films from the Vichy era and beyond and be asked to analyze and share their impressions. Each student will be assigned a novel set in Vichy times; they will prepare a concise report for the group and 5-page paper explaining how the novel confirmed or countered their impressions of the era. Adjunct Instructor Bio: Ms. Bowden graduated magna cum laude from Vassar College, studying European history there, and subsequently at Columbia University. She has taught history at independent schools in New York and in the Queen's College graduate Education division.

Requirements/Evaluation: active class participation re readings and film topics, 5-page paper assessing assigned novel, thoughtful synopsis for fellow students

Prerequisites: none, though knowledge of French enriches the experience

Enrollment Limit: 12

Grading: pass/fail only

Materials/Lab Fee: \$36 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 20 HIST 20

Winter 2020

LEC Section: 01 Cancelled

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32 ASTR 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32 ASTR 32

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 99 (W) Independent Study: Astronomy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jay M. Pasachoff

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div III)

Chair: Professor Luana Maroja

Advisory Committee

- Lois M. Banta, Chair and Professor of Biology
- Pei-Wen Chen, Assistant Professor of Biology; on leave 2019-2020
- Amy Gehring, Professor of Chemistry
- Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2019
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program
- David W. Loehlin, Assistant Professor of Biology
- Daniel V. Lynch, Philip and Dorothy Schein Professor of Biology
- Luana S. Maroja, Associate Professor of Biology, Chair of Biochemistry Program
- David P. Richardson, William R. Kenan, Jr. Professor of Chemistry; on leave Fall 2019
- Robert M. Savage, Professor of Biology
- Steven J. Swoap, Professor of Biology
- Claire S. Ting, Professor of Biology
- Damian Turner, Assistant Professor of Biology

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

[BIMO 321 / BIOL 321 / CHEM 321\(F, S\)Biochemistry I: Structure and Function of Biological Molecules](#)

Taught by: [Bob Rawle](#), [Katie Hart](#)
[Catalog details](#)

[BIMO 322 / BIOL 322 / CHEM 322\(S\)Biochemistry II: Metabolism](#)

Taught by: [Steven Swoap](#)
[Catalog details](#)

[BIMO 401\(S\)Topics in Biochemistry and Molecular Biology](#)

Taught by: [Amy Gehring](#)
[Catalog details](#)

[BIOL 101\(F\)The Cell](#)

Taught by: [Damian Turner](#), [Daniel Lynch](#)
[Catalog details](#)

[BIOL 102\(S\)The Organism](#)

Taught by: [Heather Williams](#), [Ron Bassar](#)
[Catalog details](#)

[BIOL 202\(F\)Genetics](#)

Taught by: [David Loehlin](#)
[Catalog details](#)

[CHEM 151\(F\)Introductory Chemistry](#)

Taught by: [Christopher Goh](#)
[Catalog details](#)

[CHEM 153\(F\)Concepts of Chemistry](#)

Taught by: [Amy Gehring](#)
[Catalog details](#)

[CHEM 155\(F\)Principles of Modern Chemistry](#)

Taught by: [Enrique Peacock-López](#)
[Catalog details](#)

[CHEM 156\(S\)Organic Chemistry: Introductory Level](#)

Taught by: [Sarah Goh](#), [Ben Thuronyi](#)
[Catalog details](#)

[CHEM 251\(F\)Organic Chemistry: Intermediate Level](#)

Taught by: [Amanda Turek](#), [Thomas Smith](#)
[Catalog details](#)

[CHEM 256\(S\)Advanced Chemical Concepts](#)

Taught by: [John Thoman](#)
[Catalog details](#)

Elective Courses

Students can check with the program chair to see if other courses not listed here might count as electives.

[BIOL 305\(S\)Evolution](#)

Taught by: [Luana Maroja](#)
[Catalog details](#)

[BIOL 308\(F\)Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)
[Catalog details](#)

[BIOL 310 / NSCI 310Neural Development and Plasticity](#)

Taught by: [Tim Lebestky](#)
[Catalog details](#)

[BIOL 313\(S\)Immunology](#)

Taught by: [Damian Turner](#)
[Catalog details](#)

[BIOL 315\(S\)Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)
[Catalog details](#)

[BIOL 319 / CHEM 319 / CSCI 319 / MATH 319 / PHYS 319Integrative Bioinformatics, Genomics, and Proteomics Lab](#)

Taught by: [Lois Banta](#)
[Catalog details](#)

[BIOL 326Cellular Assembly and Movement](#)

Taught by: [Pei-Wen Chen](#)
[Catalog details](#)

[BIOL 407 / NSCI 347\(S\)Neurobiology of Emotion](#)

Taught by: [Tim Lebestky](#)
[Catalog details](#)

[BIOL 410Nanomachines in Living Systems](#)

Taught by: [Pei-Wen Chen](#)

[Catalog details](#)

[BIOL 414 Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[BIOL 418\(F, S\) Signal Transduction to Cancer](#)

Taught by: [Robert Savage](#)

[Catalog details](#)

[BIOL 419\(S\) Secrets of Enzymes: Fidelity, Promiscuity, and Disease](#)

Taught by: [Cynthia Holland](#)

[Catalog details](#)

[BIOL 430 T\(S\) Genome Sciences: At the Cutting Edge](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[CHEM 324\(S\) Enzyme Kinetics and Reaction Mechanisms](#)

Taught by: [Amy Gehring](#)

[Catalog details](#)

[CHEM 326\(F\) Chemical and Synthetic Biology](#)

Taught by: [Ben Thuronyi](#)

[Catalog details](#)

[CHEM 338 Bioinorganic Chemistry: Metals in Living Systems](#)

Taught by: [Christopher Goh](#)

[Catalog details](#)

[CHEM 341 / ENVI 341 Toxicology and Cancer](#)

Taught by: [David Richardson](#)

[Catalog details](#)

[CHEM 342 Synthetic Organic Chemistry](#)

Taught by: [David Richardson](#)

[Catalog details](#)

[CHEM 344\(S\) Physical Organic Chemistry](#)

Taught by: [Amanda Turek](#)

[Catalog details](#)

[CHEM 348\(F\) Polymer Chemistry](#)

Taught by: [Sarah Goh](#)

[Catalog details](#)

[CHEM 364 / ENVI 364\(S\) Instrumental Methods of Analysis](#)

Taught by: [Lee Park](#)

[Catalog details](#)

[CHEM 366\(S\) Thermodynamics and Statistical Mechanics](#)

Taught by: [Enrique Peacock-López](#)

[Catalog details](#)

[CHEM 367\(S\) Biophysical Chemistry](#)

Taught by: [Bob Rawle](#)

[Catalog details](#)

Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Primary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of

biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

Class Format: three hours per week

Requirements/Evaluation: class presentations and discussions, frequent short papers, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write seven literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date.

Attributes: BIMO Required Courses

Spring 2020

SEM Section: 01 Cancelled

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Amy Gehring

Winter Study -----

BIMO 99 (W) Independent Study: Biochemistry and Molecular Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Luana S. Maroja

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (Div III)

Advisory Committee

- Daniel P. Aalberts, Professor of Physics
- Duane A. Bailey, Professor of Computer Science; on leave 2019-2020
- Lois M. Banta, Chair and Professor of Biology
- Julie C. Blackwood, Associate Professor of Mathematics
- Pei-Wen Chen, Assistant Professor of Biology; on leave 2019-2020
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Joan Edwards, Samuel Fessenden Clarke Professor of Biology
- Amy Gehring, Professor of Chemistry
- Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2019
- Bernhard Klingenberg, Professor of Statistics; on leave 2019-2020
- David W. Loehlin, Assistant Professor of Biology
- Daniel V. Lynch, Philip and Dorothy Schein Professor of Biology
- Luana S. Maroja, Associate Professor of Biology, Chair of Biochemistry Program
- Martha Marvin, Lecturer in Neuroscience
- Manuel A. Morales, Professor of Biology
- Anna M. Plantinga, Assistant Professor of Statistics
- Robert M. Savage, Professor of Biology
- Claire S. Ting, Professor of Biology

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the Biology, Chemistry, Computer Science, Mathematics/Statistics, and Physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and Biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

BIGP Core Courses

BIOL 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 CSCI 319 MATH 319 PHYS 319 CHEM 319

Primary Cross-listing

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program,

computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319 (D3) CSCI 319 (D3) MATH 319 (D3) PHYS 319 (D3) CHEM 319 (D3)

Attributes: BIGP Core Courses BIMO Interdepartmental Electives

Not offered current academic year

BIGP Recommended Courses

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: six hours per week

Requirements/Evaluation: bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites: BIOL 101 and 102

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 84

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Required Courses

Fall 2019

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Luana S. Maroja

LAB Section: 02 T 1:00 pm - 4:00 pm Luana S. Maroja

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Requirements/Evaluation: five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (WS)

Writing Skills Notes: Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives

Spring 2020

TUT Section: T1 TR 9:55 am - 11:10 am Claire S. Ting

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 90(18/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Interdepartmental Electives

Fall 2019

LAB Section: 04 M 1:00 pm - 4:00 pm Thomas P. Murtagh

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas P. Murtagh, Jeannie R Albrecht

LAB Section: 05 M 7:00 pm - 10:00 pm Thomas P. Murtagh

LAB Section: 06 T 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 08 T 1:00 pm - 4:00 pm Jeannie R Albrecht

LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht, Thomas P. Murtagh

LEC Section: 02 Cancelled

LAB Section: 07 M 1:00 pm - 4:00 pm Jeannie R Albrecht

Spring 2020

LAB Section: 07 Cancelled

LAB Section: 06 Cancelled

LAB Section: 05 M 2:30 pm - 4:00 pm Iris Howley

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

LEC Section: 02 MWF 9:00 am - 9:50 am Shikha Singh

LAB Section: 09 T 2:30 pm - 4:00 pm Shikha Singh

LAB Section: 08 T 1:00 pm - 2:30 pm Shikha Singh

LEC Section: 01 Cancelled

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming assignments, homework and/or examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60(15/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am William J. Lenhart

LAB Section: 06 W 2:00 pm - 4:00 pm Samuel McCauley

LAB Section: 05 W 12:00 pm - 2:00 pm Samuel McCauley

LAB Section: 04 W 2:00 pm - 4:00 pm William J. Lenhart

LAB Section: 03 W 12:00 pm - 2:00 pm William J. Lenhart

LEC Section: 02 MWF 10:00 am - 10:50 am Samuel McCauley

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Daniel W. Barowy

LAB Section: 03 W 12:00 pm - 2:00 pm Daniel W. Barowy

LAB Section: 04 W 2:00 pm - 4:00 pm Daniel W. Barowy

LAB Section: 06 W 2:00 pm - 4:00 pm Bill K. Jannen

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

LAB Section: 05 W 12:00 pm - 2:00 pm Bill K. Jannen

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: problem sets and programming assignments, and midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Shikha Singh

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Shikha Singh

LEC Section: 02 MWF 12:00 pm - 12:50 pm Aaron M. Williams

CSCI 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 02 Cancelled

LAB Section: 02 Cancelled

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with calculus background and social science interest should consider STAT 161; students with MATH 150 should enroll in STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stat should consult the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

Spring 2020

LEC Section: 02 TR 11:20 am - 12:35 pm Elizabeth M. Upton

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students with MATH 130/140 background should consider STAT 161; students with no calc. should consider STAT 101

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 02 TR 11:20 am - 12:35 pm Shaoyang Ning

LEC Section: 01 TR 9:55 am - 11:10 am Shaoyang Ning

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Stewart D. Johnson

LEC Section: 02 TR 9:55 am - 11:10 am Stewart D. Johnson

BIGP Related Courses

BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Primary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

BIOL 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

Spring 2020

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative

and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

CHEM 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LAB Section: 03 Cancelled

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

PHYS 302 (S) Stat Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 10 per lab

Expected Class Size: 10 per lab

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Protik K. Majumder

LAB Section: 03 W 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 04 R 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 02 T 1:00 pm - 4:00 pm Protik K. Majumder

STAT 410 (F) Statistical Genetics (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346 and STAT 360, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Statistics majors, juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Attributes: BIGP Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anna M. Plantinga

BIOLOGY (Div III)

Chair: Professor Lois Banta

- Sonya K. Auer, Visiting Assistant Professor of Biology; affiliated with: Ctr-Environmental Studies
- Lois M. Banta, Chair and Professor of Biology
- Ron D. Bassar, Assistant Professor of Biology
- Janis Bravo, Instructor in Biology
- Deborah L. Carlisle, Instructor in Biology
- Matt E. Carter, Associate Professor of Biology; affiliated with: Neuroscience Program
- Pei-Wen Chen, Assistant Professor of Biology; on leave 2019-2020
- Derek Dean, Lecturer in Biology
- Joan Edwards, Samuel Fessenden Clarke Professor of Biology
- Allison L. Gill, Assistant Professor of Biology
- Cynthia K. Holland, Assistant Professor of Biology
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program
- David W. Loehlin, Assistant Professor of Biology
- Daniel V. Lynch, Philip and Dorothy Schein Professor of Biology
- Luana S. Maroja, Associate Professor of Biology, Chair of Biochemistry Program
- Manuel A. Morales, Professor of Biology
- Robert M. Savage, Professor of Biology
- Steven J. Swoap, Professor of Biology
- Claire S. Ting, Professor of Biology
- Damian Turner, Assistant Professor of Biology
- Vincent van der Vinne, Visiting Assistant Professor of Biology
- Heather Williams, William Dwight Whitney Professor of Biology

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub-disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell

Biology 102 The Organism

Biology 202 Genetics

Any two 300-level courses, each of which must have a laboratory associated with it

Any one 400-level course other than 493-494

Any other three courses or any other two courses and two semesters of Organic Chemistry

Note: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 316 Biology: Evolution, in the Williams Oxford Program qualifies for major credit at the 200-level.

Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor about prerequisites for admission to graduate programs.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

NEUROSCIENCE

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

PUBLIC HEALTH

Students interested in Public Health (PH) should consult the general statement under Public Health.

ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult with Biology faculty members associated with the program and the general statement under Environmental Studies.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year.

Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, subject to the approval of their thesis advisor, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and is a prerequisite for many upper-level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department's study abroad advisor to discuss study abroad options.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We usually want to see a syllabus.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, ideally complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Only two of the nine major course credits can be taken somewhere other than Williams.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Courses taken for major credit anywhere other than Williams will only count as 200-level credit, regardless of the level or format of the course.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. BIOL 202 Genetics, 300-level lab courses, and 400-level senior seminar.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Genetics is only offered in the fall. Those late to the major need to be aware of this as Genetics is a prerequisite for most upper division courses.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Courses that are focused on clinical areas of study, and courses in environmental studies that focus on policy or sociology rather than biology, would not be granted credit in biology.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major. Courses must be pre-approved by the Biology Department Study Away Advisor.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

Note: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

BIOL 100 (W) Biology Through the Media Intensive

Biology Through The Media explores the foundational concepts examined in the Department's introductory series (Biology 101 and Biology 102) by using the 'greatest hits' of stories that have made their way into the news outlets, television and film media. The first section of the course investigates cell structure and function in terms of energy needs and how information is conveyed in a cell. The last half the course will focus upon the developmental and evolutionary processes that have given rise to the diversity of life. This is a qualitative-focused, non-majors course and, as such, the students are not expected to have any background in biology. As this class counts as both a semester course and winter study course, the students are expected to attend class and to spend a significant time on the course. The students should dedicate approximately 50 hours per week to this class. The number of topics we will cover is numerous and wide-ranging and will be done so at a faster rate than what is observed during a regular semester. Each afternoon, the TAs and myself will be available to support student learning of the material.

Class Format: about 70 contact hours, plus 6 hours for quizzes and exams

Requirements/Evaluation: Problem sets will be assigned daily; the students are expected to spend a significant amount of time on the homework problems each afternoon and to hand in their assigned work. Grades: evaluation will be based on problem sets, quizzes and exams. Honor code guidelines: quizzes, exams and the write-up of the problems sets must be completed by the student alone, however, students may work together on the problems sets.

Prerequisites: permission of a dean

Enrollment Limit: 18

Enrollment Preferences: students who need to make up a deficiency

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both BIOL 100 and BIOL 41.

Distributions: (D3)

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am M-F 1:00 pm - 3:50 pm Robert M. Savage

BIOL 101 (F) The Cell

This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signaling, cell trafficking, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.

Class Format: lecture, 3 hours per week and laboratory/discussion, 3 hours per week

Requirements/Evaluation: hour tests, a final exam, lab reports, discussion assignments, and discussion participation

Prerequisites: none

Enrollment Limit: 96/Lecture

Enrollment Preferences: first-year students

Expected Class Size: 192

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Required Courses NSCI Required Courses

Fall 2019

LEC Section: A1 MWF 10:00 am - 10:50 am Damian Turner
LAB Section: A2 M 1:00 pm - 4:00 pm Steven J. Swoap
LAB Section: A3 T 1:00 pm - 4:00 pm Deborah L. Carlisle
LAB Section: A4 W 1:00 pm - 4:00 pm Deborah L. Carlisle
LAB Section: A5 R 1:00 pm - 4:00 pm Deborah L. Carlisle
LEC Section: B1 TR 9:55 am - 11:10 am Daniel V. Lynch
LAB Section: B2 M 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: B3 T 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: B4 W 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: B5 R 1:00 pm - 4:00 pm Janis E. Bravo

BIOL 102 (S) The Organism

This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature.

Requirements/Evaluation: hour tests, a final exam and laboratory reports

Prerequisites: BIOL 101 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 152

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Required Courses

Spring 2020

LEC Section: A1 TR 9:55 am - 11:10 am Heather Williams
LAB Section: A2 M 1:00 pm - 4:00 pm Derek Dean
LAB Section: A3 T 1:00 pm - 4:00 pm Heather Williams
LAB Section: A4 W 1:00 pm - 4:00 pm Derek Dean
LAB Section: A5 R 1:00 pm - 4:00 pm Derek Dean
LEC Section: B1 MWF 10:00 am - 10:50 am Ron D. Bassar
LAB Section: B2 M 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: B3 T 1:00 pm - 4:00 pm Derek Dean
LAB Section: B4 W 1:00 pm - 4:00 pm Ron D. Bassar
LAB Section: B5 R 1:00 pm - 4:00 pm Janis E. Bravo

BIOL 133 (F) Biology of Exercise and Nutrition

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long-term health consequences of a lifetime of activity or inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.

Class Format: three hours per week

Requirements/Evaluation: exams and bi-weekly laboratory exercises and laboratory report

Prerequisites: none

Enrollment Limit: 90

Enrollment Preferences: seniors, juniors, sophomores, then first-year students

Expected Class Size: 90

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Primary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

BIOL 135 (F) Evolution as Fact and Theory

This course examines evolution as a science and its current and historical importance. Lectures focus on the evidence for evolution, the main

evolutionary forces (natural selection and others) and the diversification processes that generate biodiversity. We will also explore recent evolutionary trends and discussions such as human evolution, heritability, personalized genomics, antibiotic and pesticide resistance, climate change, and the conflict between creationists and evolutionists. Includes a trip to the American Museum of Natural History in NYC.

Requirements/Evaluation: exams, panel discussion, short papers and participation

Enrollment Limit: 60

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: may not be taken as credit towards the Biology major; not open to students who took BIOL 305

Distributions: (D3)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Luana S. Maroja

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: six hours per week

Requirements/Evaluation: bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites: BIOL 101 and 102

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 84

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

BIOL 203 (F) Ecology (QFR)

Cross-listings: BIOL 203 ENVI 203

Primary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

BIOL 204 (S) Animal Behavior

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Class Format: six hours per week

Requirements/Evaluation: examinations, lab reports, and a research paper

Prerequisites: BIOL 102, or PSYC 101, or permission of instructor

Enrollment Limit: 32

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 32

Grading: yes pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Attributes: COGS Interdepartmental Electives NSCI Group C Electives

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

BIOL 205 (S) Physiology

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the

environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Requirements/Evaluation: hour exams, laboratory reports, and a final exam

Prerequisites: BIOL 101 and 102; open to first-year students with permission of the Biology department

Enrollment Limit: 72

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 72

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Matt E. Carter

LAB Section: 02 M 1:00 pm - 4:00 pm Matt E. Carter

LAB Section: 03 T 1:00 pm - 4:00 pm Deborah L. Carlisle

LAB Section: 04 W 1:00 pm - 4:00 pm Deborah L. Carlisle

LAB Section: 05 R 1:00 pm - 4:00 pm Matt E. Carter

BIOL 210 (S) Mathematical Biology (QFR)

Cross-listings: MATH 310 BIOL 210

Secondary Cross-listing

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Requirements/Evaluation: problem sets, weekly meetings, final project and paper

Prerequisites: MATH 250, MATH 209 or 309, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 310 (D3) BIOL 210 (D3)

Quantative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

Attributes: PHLH Methods in Public Health

Not offered current academic year

BIOL 211 (S) Paleobiology

Cross-listings: BIOL 211 GEOS 212

Secondary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of

fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: field trip to the the Paleozoic of New York State

Requirements/Evaluation: lab assignments, short quizzes and writing assignments, and a final exam

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 15

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 211 (D3) GEOS 212 (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 02 W 1:00 pm - 4:00 pm Phoebe A. Cohen

BIOL 212 (F) Neuroscience

Cross-listings: BIOL 212 NSCI 201 PSYC 212

Secondary Cross-listing

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week and laboratory, every other week

Requirements/Evaluation: a lab practical, lab reports, two hour exams and a final exam

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 72

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Tim J. Lebestky, Shivon A. Robinson

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

BIOL 213 (F) Sensory Biology

Cross-listings: BIOL 213 NSCI 213

Primary Cross-listing

What properties of the physical world do organisms sense, and which ones do they ignore? How do they convert physical or chemical energy to a signal within a cell? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction--and how these mechanisms define the types of information that the nervous system extracts and encodes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the retina), the constant reshaping of the mammalian olfactory system (chemical mapping of odors), what makes a touch stimulus noxious (in worms and mice), enhanced color vision (in birds, bees, and shrimp), and differences in the way males and females sense odors (pheromones and the vomeronasal organ). Laboratory exercises will cover a range of techniques, including electrophysiological recording, the role of mutations in single genes, and behavioral assays.

Class Format: six hours per week

Requirements/Evaluation: take-home exams, problem sets, lab reports, and class participation

Prerequisites: BIOL 101

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 213 (D3) NSCI 213 (D3)

Attributes: NSCI Group A Electives

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Heather Williams

LAB Section: 02 T 1:00 pm - 4:00 pm Heather Williams

LAB Section: 03 W 1:00 pm - 4:00 pm Heather Williams

BIOL 219 (S) Dangerous Exposures: Environment, Immunity, and Infectious Disease

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

Prerequisites: BIOL 101 and 102

Enrollment Limit: 10

Enrollment Preferences: sophomores who have taken BIOL 202, students interested in public health

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Primary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

BIOL 222 (S) Essentials of Biochemistry (QFR)

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments

Prerequisites: BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

Enrollment Limit: 24

Enrollment Preferences: seniors who need to fulfill the biochemistry requirement for premedical school

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel V. Lynch

LAB Section: 02 W 1:00 pm - 4:00 pm Daniel V. Lynch

LAB Section: 03 R 1:00 pm - 4:00 pm Daniel V. Lynch

BIOL 225 (F) Sustainable Food & Agriculture

Cross-listings: BIOL 225 ENVI 225

Primary Cross-listing

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Requirements/Evaluation: writing assignments, tutorial presentation, performance in the role of paper critic, and course participation

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 225 (D3) ENVI 225 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

BIOL 231 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Secondary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

BIOL 234 (S) Biology of our Sexes: The Genetic and Epigenetic Regulation of Sex Determination

Many physical and behavioral characteristics that are associated with male and female anatomy, physiology, and behavior are initially the products of molecular choices arising from the action of our chromosomes in early development. The embryonic assignment of sex can also lead to intersex or hermaphroditic outcomes in many different organisms with extraordinary and illuminating biological effects. We will explore the molecular mechanisms and evolutionary basis of sex determination in both plants and animals, as well as the physical and behavioral expression of sex by the organism discussed, and experiments that create and characterize traits and behavior of mosaic/intersex organisms. Additionally, the epigenetic regulation of the X chromosome in mammals has a canonical role in our understanding of sex determination, but whole genome studies and investigations of autosomes and the Y chromosome have raised new layers of complexity for understanding the molecular basis of human sex and sexuality.

Requirements/Evaluation: six 5-page papers; six 1-page response papers; tutorial presentations; discussion skills/investment

Prerequisites: BIOL 202 (Genetics), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors, with preference to Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

BIOL 297 (F) Independent Study: Biology

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Lois M. Banta

BIOL 298 (S) Independent Study: Biology

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

Class Format: independent study

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Lois M. Banta

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Luana S. Maroja

LAB Section: 02 T 1:00 pm - 4:00 pm Luana S. Maroja

BIOL 308 (F) Integrative Plant Biology: Fundamentals and New Frontiers

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a term paper, and exams

Prerequisites: BIOL 202 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Biology majors

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives PHLH Nutrition,Food Security+Environmental Health

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Claire S. Ting

LAB Section: 02 T 1:00 pm - 4:00 pm Claire S. Ting

LAB Section: 03 W 1:00 pm - 4:00 pm Claire S. Ting

BIOL 310 (F) Neural Development and Plasticity

Cross-listings: BIOL 310 NSCI 310

Primary Cross-listing

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.

Class Format: lecture

Requirements/Evaluation: exams

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: Biology majors; Neuroscience concentrators; Psych majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 310 (D3) NSCI 310 (D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not offered current academic year

BIOL 311 (F) Neural Systems and Circuits

Cross-listings: BIOL 311 NSCI 311

Primary Cross-listing

This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: six hours per week

Requirements/Evaluation: class participation, hour exams, and a final exam

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

Enrollment Limit: 12

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 311 (D3) NSCI 311 (D3)

Attributes: NSCI Group A Electives

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Matt E. Carter

LAB Section: 02 M 1:00 pm - 4:00 pm Matt E. Carter

BIOL 313 (S) Immunology

The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.

Class Format: lectures three hours a week and laboratory three hours a week

Requirements/Evaluation: exams, laboratory reports, and a research paper

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: senior and then junior Biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Damian Turner

LAB Section: 02 M 1:00 pm - 4:00 pm Damian Turner

LAB Section: 03 T 1:00 pm - 4:00 pm Damian Turner

BIOL 315 (S) Microbiology: Diversity, Cellular Physiology, and Interactions

Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe: host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, metagenomics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on the mammalian gut microbiome and the isolation and characterization of bacteria from natural environments. The lab experience will culminate in multi-week independent investigations. Readings will be comprised primarily of articles from the primary literature.

Class Format: lectures three hours a week and laboratory three hours a week

Requirements/Evaluation: three exams/writing assignments, responses to thought questions on readings, a lab report/notebook, and an oral presentation

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: senior and then junior Biology majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Lois M. Banta

LAB Section: 02 T 1:00 pm - 4:00 pm Lois M. Banta

LAB Section: 03 R 1:00 pm - 4:00 pm Lois M. Banta

BIOL 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 CSCI 319 MATH 319 PHYS 319 CHEM 319

Primary Cross-listing

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells.

Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319 (D3) CSCI 319 (D3) MATH 319 (D3) PHYS 319 (D3) CHEM 319 (D3)

Attributes: BIGP Core Courses BIMO Interdepartmental Electives

Not offered current academic year

BIOL 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

BIOL 326 (F) Cellular Assembly and Movement

This course will focus on how multi-protein complexes are assembled to control key cellular processes in eukaryotic systems: 1) protein sorting and trafficking, 2) establishment and maintenance of cell architecture, and 3) mitosis, cell migration and tissue morphogenesis that require coordination of the membrane transport and cytoskeleton. The course will highlight involvement of these processes in pathological conditions. Laboratories will use mammalian tissue culture as a model system to study cellular functions. Important techniques in cell biology will be introduced in the first half of the semester; in the second half of the term, students will conduct a multi-week independent project. Textbook readings will be supplemented with primary literature.

Class Format: lectures, three hours a week and laboratory, three hours a week; the laboratory projects will require additional time outside of class hours

Requirements/Evaluation: three exams, in-class discussion of papers, lab reports, an oral presentation and research paper based on an independent lab research project

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: senior and junior Biology majors

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

BIOL 329 (F) Conservation Biology (QFR)

Cross-listings: BIOL 329 ENVI 339

Primary Cross-listing

Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such as climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

Class Format: lecture and discussion three hours per week and lab three hours per week

Requirements/Evaluation: lab assignments, two exams, and discussion participation

Prerequisites: BIOL 203, or BIOL 202, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Biology majors, seniors, and juniors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 329 (D3) ENVI 339 (D3)

Quantative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Attributes: ENVI Natural World Electives

Not offered current academic year

BIOL 330 (S) Genomes: Structure, Function, Evolution

Biologists have only recently learned to read the complete genome sequence of organisms. Figuring out how to interpret these "texts" is now the focus of much of contemporary research in molecular biology and genetics. This course will concentrate on the origin, function, and evolution of central features of eukaryotic genomes, including gene structure, genome size, repeated sequences, and the complexity of gene regulation. Students will develop the ability to evaluate the contribution of neutral and adaptive processes in shaping genome complexity through: (1) critical evaluation of the primary research literature, (2) investigation of genome structural variation using wet-lab approaches and publically available genomic data, and (3) an original research project.

Class Format: lectures three hours a week and laboratory three hours a week; the laboratory projects will require occasional time outside of class hours

Requirements/Evaluation: three exams, written responses and in-class discussion of papers, two laboratory reports, and oral presentation of an independent laboratory project

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Biology majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am David W. Loehlin

LAB Section: 02 T 1:00 pm - 4:00 pm David W. Loehlin

LAB Section: 03 W 1:00 pm - 4:00 pm David W. Loehlin

BIOL 402 (S) Rapid Evolution in Ecology

Darwin believed that evolution was a slow process. Until recently, the impact of evolutionary changes on short-term ecological studies was considered to be minimal. However, empirical documentation of rapid, directly observed evolution has changed this view and has led to an increased focus on the joint dynamics of evolution and ecology including community genetics, niche construction, and evolutionary rescue. In this course, we first focus on the literature presenting the evidence for rapid evolutionary change in natural and experimental populations. Then, we explore the consequences of rapid evolutionary change for our understanding of population, community, and ecosystem ecology including the impacts that evolutionary changes have for conservation efforts and predicting the response of organisms to global environmental and climate change.

Requirements/Evaluation: participation in discussions, several short papers and presentations

Prerequisites: BIOL 202

Enrollment Limit: 12

Enrollment Preferences: Biology seniors who have not yet taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Not offered current academic year

BIOL 407 (S) Neurobiology of Emotion

Cross-listings: BIOL 407 NSCI 347

Primary Cross-listing

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format: three hours per week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202 and 212; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 407 (D3) NSCI 347 (D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Spring 2020

SEM Section: 01 Cancelled

SEM Section: 02 TR 11:20 am - 12:35 pm Tim J. Lebestky

BIOL 409 (F) Cultural Evolution in Biological Systems

The evolution of genetically transmitted traits has been the subject of extensive study since the "modern synthesis" combined Darwin's and Mendel's ideas--later enriched by molecular approaches to developmental biology. More recently, the study of evolution has been extended to traits that are transmitted via social learning. The cultural evolution that occurs in such behavioral traits has many parallels with evolution based on genes: errors and innovation correspond to genetic mutations, immigration may bring in new forms of the behavior, and population bottlenecks can result in loss of behavioral traits. However, there is also a crucial difference between genetic and social transmission of traits: social learners can potentially acquire traits from many members of their population, including unrelated individuals. This difference has many implications, including the acceleration of the evolutionary time scale. We will explore the ways socially learned behaviors evolve, using systems such as tool use (primates, crows), vocal learning (songbirds, orcas), and social organization (baboons). Among the topics we will consider are the role of neutral models and random processes, how neural constraints guide social learning, how social status influences the choice of tutors, and how competition and sexual selection drive changes in learned behavior. We will also consider how these processes interact and how they generate differences as well as parallels between cultural and genetic evolution.

Requirements/Evaluation: five 4- to 5-page papers; five 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL 305 or BIOL 204

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distributional requirement for the Biology major

Distributions: (D3)

Attributes: Linguistics

Not offered current academic year

BIOL 410 (S) Nanomachines in Living Systems

Through reading and discussing the primary literature, this course will explore how nanometer-sized biological molecules like proteins perform functions that require integration of information and transmission of force at much larger scales, microns and above. These nanoscale proteins will be considered as nanomachines that can transform a chemical energy into a mechanical one. We will focus on the cytoskeleton, which gives cells their shape, organizes the internal parts of cells and provides mechanical support for essential cellular processes like cell division and movement. An emphasis will be placed on how the biochemical properties of actin, actin-binding proteins and motors are used to generate mechanical force necessary for the respective biological function. Topics will include some controversial and emerging hypotheses in the field: sliding versus depolymerizing hypotheses for constriction of the contractile ring in cytokinesis, roles of cytoskeleton in pathogen entry and propagation, organelle dynamics, polarity establishment in cell migration, immunological synapse and neuronal function.

Class Format: discussion, three hours per week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 24

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, then juniors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

BIOL 412 (S) Neural and Hormonal Basis of Hunger

Cross-listings: NSCI 342 BIOL 412

Primary Cross-listing

Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Requirements/Evaluation: written assignments, oral presentations, and participation

Prerequisites: BIOL 205 or BIOL/PSYC 212, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: seniors who have not taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 342 (D3) BIOL 412 (D3)

Attributes: NSCI Group A Electives

Not offered current academic year

BIOL 413 (F) Global Change Ecology

Cross-listings: BIOL 413 ENVI 423

Primary Cross-listing

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: two 75-minute discussion sessions each week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 203 or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 413 (D3) ENVI 423 (D3)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Sonya K. Auer

BIOL 414 (S) Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Class Format: discussion three hours per week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then juniors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives MAST Interdepartmental Electives

Not offered current academic year

BIOL 417 (F) Translational Immunology: From Bench to Bedside

Recent advances in the field of immunology have led to the development of new approaches to prevent and treat diseases that affect millions of people worldwide. Drugs that modulate the body's natural immune response have become powerful tools in treating the world's major diseases--infection, autoimmunity and cancer. This course will use readings from the primary literature to explore central themes involved in translating basic research to new clinical and therapeutic approaches. Topics will include vaccine development, transplantation immunology, autoimmunity and cancer immunotherapy.

Class Format: seminar/conference

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior biology majors who have not taken a 400-level course; then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

BIOL 418 (F)(S) Signal Transduction to Cancer

Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell's response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog-Gli signaling pathway that is activated in 30% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.

Requirements/Evaluation: four papers

Prerequisites: BIOL 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: seniors and then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Robert M. Savage

SEM Section: 02 TR 11:20 am - 12:35 pm Robert M. Savage

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Robert M. Savage

BIOL 419 (S) Secrets of Enzymes: Fidelity, Promiscuity, and Disease

Living organisms have spent the past 4 billion years evolving proteins and enzymes that perform basic cellular functions to support life. Over time, duplications and mutations of these enzymes have led to novel reactions, pathways, and chemistries. To gain an appreciation for these molecular catalysts, we will start by considering how enzymes are synthesized, how errors are introduced and corrected, and how proteins are degraded. We will then analyze the effects of beneficial errors on the evolution of new function and the effects of undesirable errors in human disease. The final section of this course will focus on how enzymes such as CRISPR/Cas9 act as 'molecular scissors' to cut DNA and how these enzymes can be used to correct errors. We will explore the implications of this field in active areas of biomedical research, including antibiotic resistance and personalized medicine. Discussions and writing assignments will focus on reading and critiquing the scientific literature.

Class Format: discussion three hours per week

Requirements/Evaluation: four 4- to 5-page papers and participation in discussions

Prerequisites: BIOL 202 required; recommended BIOL 222 or BIOL 321

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, then juniors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2020

BIOL 421 (F) Thermoregulation: From Molecules to Organisms

Thermal physiology involves the study of molecular events, organ systems, and organism-environmental interactions that are involved with heat production and temperature maintenance. The area of thermal physiology has been around for over 100 years. However, only in the last 5-7 years has the science progressed to understanding basic fundamental mechanisms for generating and regulating heat production. This tutorial will focus on four questions: 1) how do organisms generate heat? 2) how do organisms sense the temperature in the environment? 3) how do organisms integrate information about the environment (temperature, humidity, time of day, etc.) with internal information (deep body temperature, energy stores, etc.) to regulate their metabolic production of heat? 4) how do animals make "the decision" to enter a state of torpor?

Requirements/Evaluation: five 4- to 5-page papers; five 1- to 2-page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL 205 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: NSCI Group C Electives

Fall 2019

TUT Section: T1 TR 8:30 am - 9:45 am Steven J. Swoap

BIOL 422 (F) Ecology of Sustainable Agriculture

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: two 75 minute sessions per week

Requirements/Evaluation: writing assignments, seminar presentation, and course participation

Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Attributes: ENVI Natural World Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Requirements/Evaluation: five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (WS)

Writing Skills Notes: Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives

Spring 2020

TUT Section: T1 TR 9:55 am - 11:10 am Claire S. Ting

BIOL 432 (F) Evolutionary Genetics

The synthesis of evolutionary processes with the mechanistic understanding of genetics has lent insight into many mysteries of life. The goal of this course is to explore the interface between evolution and genetics to make sense of fundamental biological processes. For example, why do we expect that male and female offspring occur in 50:50 ratios? How and why do unusual sex-ratios occur? Other topics include: conflict among genes, evolution of allelic dominance, adaptation at the molecular level, and genetics of speciation. Class discussion and written assignments will emphasize critical evaluation and synthesis of the scientific literature.

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: seniors who have not taken a 400 level course, then juniors and Biology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Not offered current academic year

BIOL 493 (F) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in their lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a

laboratory. This is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Unit Notes: senior majors and concentrators are required to participate in Biology Colloquium, which is scheduled for most Fridays at 1:10 pm

Distributions: (D3)

Fall 2019

HON Section: 01 F 1:10 pm - 2:35 pm Lois M. Banta

BIOL 494 (S) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory. This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 F 1:10 pm - 2:35 pm Lois M. Banta

BIOL 499 (S) Biology Colloquium

Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.

Grading: non-graded

Unit Notes: this is not a for-credit course; registration is not necessary to attend

Distributions: No divisional credit

Not offered current academic year

Winter Study -----

BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week, students will learn to set up fish matings and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd-grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Adjunct Instructor Bio: Jennifer Swoap, Associate Director at The Center for Learning in Action, is a former third-grade teacher. She currently coordinates Williams Elementary Outreach, where Williams students teach and mentor K-6 students at area elementary schools. Adjunct Instructor Bio: Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

Requirements/Evaluation: final project or presentation; review of pre- and post-survey assessments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 2:50 pm Jennifer C. Swoap, Renee Schiek

BIOL 13 (W) Introduction to Animal Tracking

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slide show. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. Students will be expected to visit their study spots everyday for a minimum of 1 hour of tracking journaling and data collection. The course will meet twice a week for 4-5 hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4:00. Students are expected to have appropriate outdoor gear for winter. Adjunct Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent programs.

Requirements/Evaluation: attendance, participation, a final presentation of their study sites, maps and journals, a field test and a 3-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference given to seniors

Grading: pass/fail only

Materials/Lab Fee: approximately \$75 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TR 10:00 am - 2:50 pm Dan Yacobellis

BIOL 14 (W) Ethical Issues in Surgical Care

The ethical issues faced by surgeons have never been more challenging than they are today. As patients have become more sophisticated consumers of medical care, there has been a shift from paternalism to a more participatory model in medical decision-making. We will explore the ethical aspects of the surgeon-patient relationship, as well as the impact of surgical innovations and rapid advances in medical and pharmaceutical discoveries. By examining clinical cases, we will explore the role of legal health care documents on surgical decision-making (Do Not Resuscitate orders, Advanced Treatment Directives, Living Will). We will discuss issues with informed consent, disclosure of errors, conflicts of interest, relationships with industry, experimental procedures, and rationalizing the cost of newer treatments. We will discuss the ethical issues and innovative advances in training surgeons. I will include invited speakers in person or by webchat. This course is designed for both interactive discussions and the development of critical writing skills. We will meet twice a week for 3 hours per day (Mon. and Tues. 10-11:30, 1-2:30). Students will be expected to write a 1-page paper after the first meeting about what they hope to learn from the course and to list topics that they would like to discuss. We will discuss Dr. Atul Gawande's book *Being Mortal*. Students will research and write three 4-page papers (one per week), excerpts of which will be discussed in class the following week. Adjunct Bio: Robert Eyre, M.D. is an Associate Professor of Surgery (Urology) at Harvard Medical School. He has had an active academic and clinical practice in Boston for 39 years, teaching medical students and surgical residents. He has served on the editorial boards of numerous peer-reviewed scientific journals in addition to authoring many articles and book chapters in the fields of urology and surgery.

Requirements/Evaluation: class participation and three 4-page papers

Prerequisites: open to all students with preference for junior and senior pre-meds

Enrollment Limit: 12

Enrollment Preferences: open to all students with preference for junior and senior pre-meds

Grading: pass/fail only

Materials/Lab Fee: approximately \$12 for books

Winter 2020

LEC Section: 01 MT 10:00 am - 2:50 pm Robert C. Eyre

BIOL 21 (W) Science Beyond Williams

Science Beyond Williams allows upperclassman to pursue scientific research off-campus at a non-profit organization, government agency, medical school, or research university. In consultation with faculty, the student will find a mentor in whose lab s/he will work in WSP and a Williams faculty member who will offer guidance before and during WSP.

Class Format: WSP Project

Requirements/Evaluation: 10-page paper and post-WSP public presentation to a relevant department or program on the goals and accomplishments of the project

Prerequisites: two semesters of relevant course work in science and/or mathematics

Enrollment Limit: 10

Grading: pass/fail only

Winter 2020

INT Section: 01 TBA Lois M. Banta

BIOL 22 (W) Introduction to Biological Research

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Class Format: Independent study

Prerequisites: none

Enrollment Limit: POI

Grading: pass/fail only

Winter 2020

LEC Section: 01 TBA Lois M. Banta

BIOL 25 (W) Tropical Marine Conservation

Cross-listings: BIOL 25 ENVI 25

Primary Cross-listing

Tropical marine ecosystems such as coral reefs and mangrove forests are biodiversity 'hotspots'; they are home to an astounding variety of marine organisms, provide critical support for the livelihoods and food sources of millions of people, but are also highly vulnerable to human impacts such as climate change and overfishing. This winter study travel course will offer a unique combination of classroom, laboratory, and hands-on experiences in the scientific study, management, and restoration of tropical marine ecosystems using the Bahamian island of Eleuthera as a case study. Eleuthera is rich in marine diversity but still in the process of implementing management policies and practices for its many fisheries. As such, it presents a unique opportunity for students to experience conservation-in-action. Students will gain an understanding of the structure, function, and major threats facing tropical marine ecosystems. They will develop practical skills in conducting field surveys of tropical marine species and in implementing management and restoration strategies on the Island. They will also engage with the local community to understand the social and economic impacts of marine conservation policy and to explore alternative sustainable development strategies for subsistence fisheries that rely on these marine ecosystems. Students are expected to participate in 2 days travel and 13 days of research on the Island. The daily schedule will include field research and independent study. Students are expected to devote time each day to researching and writing a final paper that integrates their field studies, interviews, and policy research. Students will also use this time to prepare and deliver an oral slide presentation on their research the last two days of the trip. After return to Williamstown, students will be given 5 days to finish writing their final papers.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: BIOL 203 or ENVI 101 or MAST 311 or BIOL 413/ENVI 423 or permission of instructor

Enrollment Limit: 8

Enrollment Preferences: preference will be given to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 25 ENVI 25

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Sonya K. Auer, Sarah Gardner

BIOL 31 (W) Senior Thesis: Biology

To be taken by students registered for Biology 493, 494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Lois M. Banta

BIOL 41 (W) Biology Through the Media Intensive

Biology Through The Media explores the foundational concepts examined in the Department's introductory series (Biology 101 and Biology 102) by using the 'greatest hits' of stories that have made their way into the news outlets, television and film media. The first section of the course investigates cell structure and function in terms of energy needs and how information is conveyed in a cell. The last half the course will focus upon the developmental and evolutionary processes that have given rise to the diversity of life. This is a qualitative-focused, non-majors course and, as such, the students are not expected to have any background in biology. As this class counts as both a semester course and winter study course, the students are expected to attend class and to spend a significant time on the course. The students should dedicate approximately 50 hours per week to this class. The number of topics we will cover is numerous and wide-ranging and will be done so at a faster rate than what is observed during a regular semester. Each afternoon, the TAs and myself will be available to support student learning of the material.

Class Format: about 70 contact hours, plus 6 hours for quizzes and exams

Requirements/Evaluation: Problem sets will be assigned daily; the students are expected to spend a significant amount of time on the homework problems each afternoon and to hand in their assigned work. Grades: evaluation will be based on problem sets, quizzes and exams. Honor code guidelines: quizzes, exams and the write-up of the problems sets must be completed by the student alone, however, students may work together on the problems sets.

Prerequisites: permission of a dean

Enrollment Limit: 18

Enrollment Preferences: students who need to make up a deficiency

Grading: pass/fail only

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both BIOL 100 and BIOL 41.

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am M-F 1:00 pm - 3:50 pm Robert M. Savage

BIOL 99 (W) Independent Study: Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Lois M. Banta

CHEMISTRY (Div III)

Chair: Professor Sarah Goh

- Anthony J. Carrasquillo, Assistant Professor of Chemistry
- Amy Gehring, Professor of Chemistry
- Christopher Goh, Associate Professor of Chemistry, Faculty Fellow of the Davis Center and the Office of Institutional Diversity and Equity; affiliated with: The Davis Center, VP-InstDivrstyEquity&Inclusion
- Sarah L. Goh, Chair and Professor of Chemistry
- Kerry-Ann Green, Assistant Professor of Chemistry
- Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2019
- Jenna MacIntire, Lecturer in Chemistry
- Amnon G Ortoll-Bloch, Postdoctoral Fellow in Chemistry
- Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry
- Enrique Peacock-López, Halford R Clark Professor of Natural Sciences
- Bob Rawle, Assistant Professor of Chemistry
- David P. Richardson, William R. Kenan, Jr. Professor of Chemistry; on leave Fall 2019
- Jennifer K. Rosenthal, Instructor in Chemistry
- Thomas E. Smith, Professor of Chemistry
- Laura R. Strauch, Lecturer in Chemistry
- John W. Thoman, J. Hodge Markgraf Professor of Chemistry
- Ben W. Thuronyi, Assistant Professor of Chemistry
- Amanda K. Turek, Assistant Professor of Chemistry

MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with their background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 130, 140, 150, 151; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. Starting at the 300 level, at least three of the courses taken must have a laboratory component, and at least one must be selected from Chemistry 361, 366, 364, or 367. (The

specific course elected, in consultation with the chair or major advisor, will depend on the student's future plans.) In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Foundational Courses

First Year

Fall: 151,153 or 155 Gateway courses

Spring: 156 Organic Chemistry: Introductory Level

Second Year

Fall: 251 (or 255) Organic Chemistry: Intermediate Level

Spring: 256 Advanced Chemical Concepts (or 300-level if completed 155)

Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324 Enzyme Kinetics and Reaction Mechanisms

326 Chemical Biology: Discoveries at the Interface

335 Inorganic/Organometallic Chemistry

336 Materials Chemistry

338 Bioinorganic Chemistry: Metals in Living Systems

341 Toxicology and Cancer

342 Synthetic Organic Chemistry

343 Medicinal Chemistry

344 Physical Organic Chemistry

348 Polymer Chemistry

361 Quantum Chemistry and Chemical Dynamics

364 Instrumental Methods of Analysis

366 Thermodynamics and Statistical Mechanics

367 Biophysical Chemistry

368T Computational Chemistry and Molecular Spectroscopy

Independent Research Courses

393-W31-394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W31-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Gehring, Hart, Rawle, or Thuronyi.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344, Chemistry 348, Chemistry 364, Chemistry 361, Chemistry 366. Students interested in organic chemistry should consult with Professors S. Goh, Richardson, Smith, Thuronyi, or Turek.

Physical and Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 338, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Peacock-López, or Thoman. Students interested in inorganic chemistry should consult with Professors C. Goh or Park. Students interested in materials science should consult with Professors C. Goh or Park.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department's curriculum is approved by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 321, 335, 364, 361 (366 or 367) and at least 4 courses (two of which must have a laboratory component) from our remaining upper level electives: 319, 322, 324, 326, 336, 338, 341, 342, 343, 344, 348, 361, 366, 367, 368T, 493, 494, 497, 498, BIMO 401. In addition, students are strongly encouraged (though not required) to pursue independent research in some form. Students completing these requirements can be designated Certified A.C.S. Majors.

BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult that listing.

THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of their chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the divisional distribution requirement.

STUDY ABROAD

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as

possible.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We can give provisional approval in some cases if enough detail is available, but we always ask to see the details after the course is completed before signing off on the major credit.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and complete description of laboratory program. The biggest question is whether or not there is a lab component of the course and whether it is sufficient to fulfill the equivalent lab experience of Williams courses.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No official restrictions, but we advise our students to take the majority of their chemistry courses at Williams.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. We have several special requirements. Only one non-lab class can be used toward the upper-level major requirements. This is usually the restriction that causes difficulty with study abroad—where appropriate lab courses may not be available. One of the lab courses must also meet our departmental “quantitative requirement.” In principle, this could be met by a course taken abroad, but we would likely be more conservative in authorizing this equivalency.

Are there specific major requirements that cannot be fulfilled while on study away?

No. In principle, all major requirements could be filled abroad, but laboratory programs abroad are not always sufficiently rigorous to meet our standards. We look for at least 40 hours of wet-lab time for the lab component. Importantly, this cannot be work in a professor's research lab, but must be “exercises” giving our students practice with standard techniques and methods of analysis.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The lab requirements that I've mentioned above are the main complicating factors. Also our first two years of (“introductory”) chemistry courses are taught in an unconventional way. If a student had not yet completed all four of those courses before studying abroad, they would need to be aware of special timing that might complicate things. For our first two years of instruction, we teach one semester of introductory chemistry followed by two semesters of organic chemistry, and top things off with a final semester of a course that is somewhat specific to Williams. There are ways to take “equivalent” courses elsewhere, but we would need to work very closely with the student to ensure that all of the pieces fit together appropriately.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date, but there may have been times when the lab component of a course was not sufficient and we were only able to assign major credit for a non-lab course instead of a course-with-a-lab.

CHEM 100 (W) It's a Material World-What's It Made Of?-Intensive

We'll talk about how underlying atomic and molecular scale structure gives rise to physical properties that you already have an intuitive sense for: things like hardness, softness, elasticity, color, brittleness, conductivity, transparency... Once we understand how these properties arise, we can start thinking about how and why we use certain materials for particular applications and consider the historical and societal changes that result from choosing or developing new materials for those specific applications. What kinds of materials (or innovations in the skills or techniques used to produce them) have been valued over time? What has been the impact of these technological advances? From there, we can start to think about how to design new materials with new kinds of properties or combinations of properties. We'll look at old materials as well as new, and venture a bit into the modern world of materials, which involves design and characterization of meso and nanoscale structures. We'll take a little time to do some lab experiments as well, to give you a peek at some strategies used in nanofabrication, as well a chance to use some of the kinds of instrumentation used in studying nanoscale materials. Because this course is designed to count for **both** a regular full semester credit as well as a winter study credit, it will necessarily be a fairly intense experience. We're going to be moving through material pretty quickly, and it'll be hard for you to tackle the problems that you'll need to on your own at this pace in addition to doing the readings and going over class notes. So rather than structure the course to be 3 hours

of uninterrupted class time/day followed by many hours of trying to do the rest of the work on your own, the course will be structured in order to provide a lot of help along the way. We'll be meeting together for more hours each day, and we'll use the extra time to do a lot of problem solving work together, as this is really the best way to work through material, as well as to do a lot of demos that will illustrate what we're talking about. There will be a great deal of support available from course TAs, who will help with the problem solving during the day, as well as be available some evenings for additional help on problem sets, as well as preparation for exams. We'll also break up the classwork with a few days of lab experiments, which will be a chance to try out some new techniques used in nanoscale fabrication, and get a feel for some of the challenges in studying things at this scale. There won't be any lab reports or separate homework associated with the labs that we do, though it's possible that there may be some questions on problem sets or exams that are associated with things you'll have encountered in lab. This course will be a non-majors level introduction to materials chemistry, with no chemistry background required.

Requirements/Evaluation: a series of problem sets, two exams, and a final

Prerequisites: permission of a dean

Enrollment Limit: 15

Enrollment Preferences: students who need to make up a deficiency

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both CHEM 100 and CHEM 41.

Distributions: (D3)

Winter 2020

SEM Section: 01 M-F 9:00 am - 12:00 pm M-F 1:00 pm - 4:00 pm Lee Y. Park

CHEM 113 (F) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Interactive demonstration sessions provide an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

Class Format: three times per week

Requirements/Evaluation: problem sets and/or quizzes, hour tests, a final exam, and papers

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256

Enrollment Limit: 30

Enrollment Preferences: seniors and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Not offered current academic year

CHEM 115 (F) AIDS: The Disease and Search for a Cure

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus

than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss prospects for developing an effective HIV vaccine.

Class Format: three hours per week

Requirements/Evaluation: problem sets, a midterm, quizzes, a final exam, and a presentation/discussion

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences

Enrollment Limit: 45

Expected Class Size: 45

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

CHEM 151 (F) Introductory Chemistry (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

Prerequisites: Students are required to take the Chemistry Placement Test prior to registering for the course; incoming first-year students are required to meet with a faculty member during First Days. Test information can be found at chemistry.williams.edu/placement.

Enrollment Limit: 16/lab

Enrollment Preferences: first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Christopher Goh

LAB Section: 02 M 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 03 W 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 04 R 1:00 pm - 5:00 pm Laura R. Strauch

CHEM 153 (F) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter,

chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Prerequisites: students are required to take the online Chemistry Placement Test (chemistry.williams.edu/placement) prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Limit: 16/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 70

Grading: no pass/fail option, no fifth course option

Unit Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 8:00 am - 12:00 pm John W. Thoman

LAB Section: 04 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 05 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 06 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

CHEM 155 (F) Principles of Modern Chemistry (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: weekly problem sets, laboratory work and reports, an hour test, and a final exam

Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to <http://chemistry.williams.edu/placement/>

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 8:00 am - 8:50 am Enrique Peacock-López

LAB Section: 02 M 1:00 pm - 5:00 pm Enrique Peacock-López

LAB Section: 03 T 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 04 W 1:00 pm - 5:00 pm Enrique Peacock-López

CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 16/lab

Expected Class Size: 120

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 8:00 am - 8:50 am Sarah L. Goh

LEC Section: 02 MWF 9:00 am - 9:50 am Ben W. Thuronyi

LAB Section: 03 M 1:00 pm - 5:00 pm Thomas E. Smith

LAB Section: 04 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 05 W 1:00 pm - 5:00 pm Ben W. Thuronyi

LAB Section: 06 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 07 Cancelled

LAB Section: 08 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 09 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 10 T 8:00 am - 12:00 pm David P. Richardson

LAB Section: 11 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

CHEM 158 Roses are Red, Violets are Blue: The Origins, Perception, and Impact of Color

Have you ever been tickled pink? Felt blue? Seen red?, Been green with envy? The course will consider color, starting with the physical and chemical origins of color (the electromagnetic spectrum, the absorption and emission of electromagnetic radiation, refraction, diffraction, incandescence, fluorescence, phosphorescence, iridescence). We will develop an understanding of chemical bonding and how that influences color. We will cover how we measure and describe color from a scientific perspective as well as how we can generate materials and devices with different color properties (liquid crystal displays, light emitting diodes for instance). From there we will discuss pigments used in works of art and textiles over time, the characteristics that make certain pigments suitable for particular applications. If we have time, we will touch on the historical and cultural impacts and meanings of different pigments and hues, the biological perception of color, and some color theory.

Requirements/Evaluation: exams, problem sets, as well as a final paper; there may also be some brief laboratory exercises

Prerequisites: non-science students; students who have taken any introductory chemistry or physics courses are ineligible

Enrollment Limit: 36

Expected Class Size: 36

Grading:

Distributions: (D3)

Not offered current academic year

CHEM 251 (F) Organic Chemistry: Intermediate Level

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam

Prerequisites: CHEM 156 or permission of instructor

Enrollment Limit: 16/lab

Expected Class Size: 100

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 8:00 am - 8:50 am Thomas E. Smith

LEC Section: 02 MWF 10:00 am - 10:50 am Amanda K. Turek

LAB Section: 03 M 1:00 pm - 5:00 pm Thomas E. Smith

LAB Section: 04 T 1:00 pm - 5:00 pm Ben W. Thuronyi

LAB Section: 05 W 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 06 R 1:00 pm - 5:00 pm Ben W. Thuronyi

LAB Section: 07 T 1:00 pm - 5:00 pm Amanda K. Turek

LAB Section: 08 M 1:00 pm - 5:00 pm Jenna L. MacIntire

CHEM 255 (F) Organic Chemistry: Intermediate Level--Special Laboratory Section

This course is a continuation of CHEM 156 and contains the same material as CHEM 251 except for the laboratory program described below: The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor about the previous week's experimental results. Students are drawn from CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend the special laboratory section instead of a CHEM 251 laboratory section.

Class Format: lecture, three hours per week and laboratory, four hours per week; weekly one-hour discussion

Requirements/Evaluation: the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions

Prerequisites: permission of instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: course was developed under a grant from the Ford Foundation

Distributions: (D3)

Fall 2019

LEC Section: 01 MWF 8:00 am - 8:50 am Thomas E. Smith

LEC Section: 02 MWF 10:00 am - 10:50 am Amanda K. Turek

LAB Section: 03 R 1:00 pm - 5:00 pm Sarah L. Goh

CHEM 256 (S) Advanced Chemical Concepts

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field--biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, kinetics, and nuclear chemistry. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermodynamics, electrochemistry, kinetics, and nuclear chemistry.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: homework assignments, laboratory work, quizzes, midterm exam and a final exam

Prerequisites: CHEM 251/255, or permission of instructor

Enrollment Limit: 16 lab

Expected Class Size: 100

Grading: no pass/fail option, yes fifth course option

Unit Notes: for the BIMO concentration, CHEM 256 not required if CHEM 155 was taken

Distributions: (D3)

Attributes: BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am John W. Thoman

LAB Section: 02 M 1:00 pm - 5:00 pm John W. Thoman

LAB Section: 03 T 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 04 W 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 05 R 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 06 T 8:00 am - 12:00 pm Laura R. Strauch

CHEM 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 CSCI 319 MATH 319 PHYS 319 CHEM 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing

on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319 (D3) CSCI 319 (D3) MATH 319 (D3) PHYS 319 (D3) CHEM 319 (D3)

Attributes: BIGP Core Courses BIMO Interdepartmental Electives

Not offered current academic year

CHEM 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle
LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire
LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart
LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart
LAB Section: 03 Cancelled

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap
LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo
LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

CHEM 324 (S) Enzyme Kinetics and Reaction Mechanisms

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for this mechanistic consideration with discussion of transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotopes, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.

Class Format: three hours per week

Requirements/Evaluation: problem sets, quizzes, a midterm exam, a paper, and a final exam

Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Amy Gehring

CHEM 326 (F) Chemical and Synthetic Biology

Chemistry provides invaluable tools for investigating and manipulating biological systems. Recent advances increasingly allow us to exploit the complex technological capabilities evolved by living things. This course will survey the highly interdisciplinary and interconnected fields of chemical and synthetic biology. These disciplines bring chemical tools and frameworks to bear on living systems and address problems in basic science, medicine, chemical production, biotechnology and more. Chemical biology uses precise molecular-level manipulations to influence living systems from the bottom up, often by introducing components that are completely foreign to nature. Synthetic biology takes advantage of existing molecular technology and adopts an engineering mindset to reprogram living systems. Both fields are quite new, rapidly evolving, and full of promise--as well as hype! In this course, we will aim to: 1) develop our own conceptions of chemical and synthetic biology and their interplay; 2) learn the fundamental techniques for using chemistry to manipulate biology; and 3) critically assess the progress, shortcomings and challenges for these areas. Our format will include student-driven presentation and discussion of primary literature case studies along with instructor-presented content. Topics we may cover include bioconjugation, chemical synthesis of biomacromolecules, synthetic organisms, metabolic engineering, directed evolution, and comprehensive reworking of the central dogma.

Class Format: three hours per week

Requirements/Evaluation: presentations, class participation, problem sets, short papers, and a final research project

Prerequisites: CHEM/BIOL/BIMO 321

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Ben W. Thuronyi

CHEM 335 (F) Inorganic/Organometallic Chemistry

This course covers fundamental aspects of the chemistry of transition metals and main group elements and highlights how these properties are key to understanding the roles of these elements in a range of applications, from the catalysis of synthetic organic transformations, the functions of enzymatic processes, the production of commodity chemicals such as plastics, to the actions of metal-based drugs such as cis-platin. The course introduces concepts of symmetry and group theory, and applies them in a systematic approach to the study of the structure, bonding, and spectroscopy of coordination and inorganic compounds. The course also covers the kinetics and mechanism of selected inorganic and organometallic reactions. Through exploration of primary literature and review articles we will discuss recent developments and applications in inorganic chemistry, such as finding molecular solutions to the capture of solar energy, to cancer treatments and to optimizing industrial-scale reactions.

Class Format: three hours per week

Requirements/Evaluation: problem sets, exams, presentations, and group-based literature reviews

Prerequisites: CHEM 155 or 256 and 251/255

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Lee Y. Park

LAB Section: 02 M 1:00 pm - 5:00 pm Lee Y. Park

LAB Section: 03 W 1:00 pm - 5:00 pm Lee Y. Park

CHEM 336 (S) Materials Chemistry

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies.

Class Format: three hours per week

Requirements/Evaluation: problem sets, reviews of research articles, hour exams, and a final exam

Prerequisites: CHEM 155 or 256 and 251/255

Enrollment Limit: 24

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Lee Y. Park

CHEM 338 (S) Bioinorganic Chemistry: Metals in Living Systems

Bioinorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals perform regulatory roles and stabilize the structures of proteins. In medical applications, the metals are central to many diagnostic and therapeutic tools. To understand the role metals in these biological processes, we will cover principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, students explore topics of current interest in the field.

Class Format: lecture and tutorial-style meetings, 3 hours per week

Requirements/Evaluation: evaluation based on problem sets, two exams, tutorial participation, a class presentation, and a final project

Prerequisites: CHEM 155 or CHEM 256 and 251/255

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CHEM 341 (S) Toxicology and Cancer

Cross-listings: ENVI 341 CHEM 341

Primary Cross-listing

What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: three times per week

Requirements/Evaluation: two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 341 (D3) CHEM 341 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives PHLH Biomedical Determinants of Health

Not offered current academic year

CHEM 342 (S) Synthetic Organic Chemistry

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: problem sets, midterm exams, laboratory work, a final project, and class participation

Prerequisites: CHEM 256 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Not offered current academic year

CHEM 344 (S) Physical Organic Chemistry

The structure of a molecule is inherently linked to its reactivity, and these correlations form the basis for understanding organic reaction mechanisms.

This course advances the understanding from previous organic courses through a detailed examination of the concepts that underlie these structure/reactivity relationships, including molecular strain and stability, acid/base chemistry, steric and electronic effects, and aromaticity. These concepts will also be explored in the context of specific classes of reaction mechanisms. Classical and modern experimental and theoretical tools used to elucidate reaction mechanisms will also be presented, including reaction kinetics, isotope effects, and linear free energy relationships. By studying the primary literature, we will see how these experiments have been applied to the elucidation of reaction mechanism, while also learning to design a set of experiments for study of mechanisms of contemporary interest.

Requirements/Evaluation: problem sets, midterm exams, laboratory work, and class participation

Prerequisites: CHEM 251/255

Enrollment Limit: 19

Enrollment Preferences: Chemistry majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Amanda K. Turek

LAB Section: 02 W 1:00 pm - 5:00 pm Amanda K. Turek

LAB Section: 03 R 1:00 pm - 5:00 pm Amanda K. Turek

CHEM 348 (F) Polymer Chemistry

From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

Class Format: three hours per week

Requirements/Evaluation: problem sets, participation, two exams, and a final project

Prerequisites: CHEM 251/255

Enrollment Limit: 19

Enrollment Preferences: Chemistry majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives MTSC Courses

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Sarah L. Goh

CHEM 361 (F) Quantum Chemistry and Chemical Dynamics

This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction dynamics in the gas phase and in solution. Computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses. Applications of these principles are chosen from contemporary research fields, including polymer chemistry, photochemistry, atmospheric chemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: class participation, problem sets, exams, laboratory work, and an independent project

Prerequisites: CHEM 155 or 256

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am John W. Thoman

LAB Section: 02 T 1:00 pm - 5:00 pm John W. Thoman

CHEM 364 (S) Instrumental Methods of Analysis

Cross-listings: ENVI 364 CHEM 364

Primary Cross-listing

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, and an independent project

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 9 per lab

Expected Class Size: 9 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364 (D3) CHEM 364 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives EVST Methods Courses MTSC Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lee Y. Park

LAB Section: 02 TBA Cancelled Nathan Cook

LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook

CHEM 366 (S) Thermodynamics and Statistical Mechanics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture three hours per week and laboratory, four hours per week; discussion one hour per week

Requirements/Evaluation: class participation, oral presentations, problem sets, laboratory work, and an independent project.

Prerequisites: CHEM 155 or 256, and basic knowledge of applied integral and differential calculus

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Enrique Peacock-López

LAB Section: 02 Cancelled

LAB Section: 03 T 1:00 pm - 5:00 pm Enrique Peacock-López

LAB Section: 04 W 1:00 pm - 5:00 pm Enrique Peacock-López

CHEM 367 (S) Biophysical Chemistry

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: problem sets and/or quizzes, laboratory work, hour tests, and a final exam

Prerequisites: CHEM 155 or 256 and 251/255, and MATH 140 or equivalent

Enrollment Limit: 9 per lab

Enrollment Preferences: junior and senior Chemistry majors

Expected Class Size: 9 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 W 1:00 pm - 5:00 pm Bob Rawle

CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

Requirements/Evaluation: tutorial participation, presentations, and submitted papers

Prerequisites: CHEM 361 or equivalent background in Physics

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CHEM 393 (F) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Sarah L. Goh

CHEM 394 (S) Junior Research and Thesis: Chemistry

Chemistry junior research and thesis.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01

CHEM 397 (F) Independent Study, for Juniors: Chemistry

Chemistry independent study for juniors.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Sarah L. Goh

CHEM 398 (S) Independent Study, for Juniors: Chemistry

Chemistry independent study for juniors.

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Sarah L. Goh

CHEM 493 (F) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 F 1:10 pm - 2:25 pm Sarah L. Goh

CHEM 494 (S) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 F 1:10 pm - 2:25 pm Sarah L. Goh

CHEM 497 (F) Independent Study, for Seniors: Chemistry

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Sarah L. Goh

IND Section: 04 TBA Lee Y. Park

CHEM 498 (S) Independent Study, for Seniors: Chemistry

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Sarah L. Goh

Winter Study -----

CHEM 12 (W) Embodying Creativity

Are you writing a thesis? Are you planning your life after graduation? Are you learning a new skill or trying to solve a problem? All these tasks can benefit from creativity. This course is based on the premise that we are all innately creative and can access this part of ourselves by connecting to our bodies through movement and the perceptual senses. By embodying our creative nature, we also develop more confidence in facing the unknown, resiliency in handling conflict, and empowerment in our decisions. Class time will be spent primarily on experiential learning in a dance studio-setting, where we will practice individual and partner techniques geared towards cultivating mindful awareness and bodily presence. Exercises include free writing, blind contour drawing, and Authentic Movement. We will also draw from post-modern experiments from the 1960's and 70's in New York City, concepts in expressive art therapy, and principles in Eastern body-mind healing modalities to establish a framework with which to contextualize our practices. You will then take what you learn in class to support your own creative project outside of class. Required text is Elizabeth Gilbert's *Big Magic*. We will also use readings from Twyla Tharp's *The Creative Habit*, Julia Cameron's *The Artist's Way*, Mabel Todd's *The Thinking Body*, Barbara Dilley's *This Very Moment*, Jon Kabat-Zinn's *Full Catastrophe Living*, Greg Johanson and Ron Kurtz's *Grace Unfolding*, and selected works by Joseph Campbell. Evaluation will be based on class participation, completion of assignments, midpoint feedback, final 10-page paper or creative project/presentation that demonstrates a level of engagement with class material. We will meet 2 times per week for 3 hours. One minimum individual

meeting with the instructor will be scheduled during the course to focus on each student's project. If you have any questions about this course, feel free to contact the instructor at tlhu210@gmail.com. Adjunct Instructor Bio: Tracy Hu is a fourth-year medical student at the University of Texas Medical Branch studying to become a Family Medicine physician. After graduating from Williams in 2013, she investigated the mind-body connection through extensive training in massage, contact improvisation, and meditative practices. She is interested in how modern medicine can benefit from a multidisciplinary approach to understanding disease and promoting wellness on both an individual and community level.

Requirements/Evaluation: 10-page paper or equivalent creative project/presentation demonstrating understanding, application, and integration of class material including but not limited to visual arts piece, performance, writing portfolio, interpretive presentation, etc.

Prerequisites: open to all students; no previous creative work or dance experience required

Enrollment Limit: 10

Enrollment Preferences: statement of interest (a little bit about yourself and your interest in the course)

Grading: pass/fail only

Materials/Lab Fee: approximately \$14 for books

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Tracy L. Hu

CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, and finding your happiness. Evaluation will be based on completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process. We will meet twice a week for three-hour sessions as a group. The course will include two individual sessions--an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques. Books required for this class may include: *Integrative Nutrition: Feed Your Hunger For Health and Happiness* by Joshua Rosenthal, *Food Rules: An Eaters Manual* by Michael Pollan, *Mind Over Medicine: Scientific Proof That You Can Heal Yourself* by Lissa Rankin, and *The Mindful Twenty-Something* by Holly Rogers. Adjunct Instructor Bio: Nicole Anagnos is health coach and director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Klz Organic Beauty. She also holds a master's degree in education.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: email statement of interest to nicole@zentreewellness.com

Grading: pass/fail only

Materials/Lab Fee: approximately \$75 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Nicole Anagnos

CHEM 15 (W) The Work of the Supreme Court: A Simulation

Cross-listings: CHEM 15 JLST 15

Secondary Cross-listing

The objective of this course is to provide students with an understanding of the personal, theoretical, and institutional characteristics that impact the decision making process of the nation's highest court. At the beginning of the course, the students will be provided with briefs, relevant decisions and other materials for a case currently pending before the court. Where possible, cases will be selected that address constitutional issues that also have a

political and/or historical significance. Past examples include the constitutionality of provisions in the Affordable Care Act, rights of prisoners held in Guantanamo, the extent of First Amendment rights of students, and the applicability of the State Secrets doctrine to the country's extraordinary rendition program. Four students (two on each side) will be assigned to prepare and present oral arguments to the "Court", which will consist of the other eight students, each playing the role of a Supreme Court Justice. An instructor will act as the Chief Justice to coordinate the student Justices and keep them on focus. After the oral argument, the "Court" will confer and prepare majority and minority opinions, which will be announced in "open court" at the conclusion of the term. Adjunct Instructor Bio: Robert Groban is a former Assistant U.S. Attorney, SDNY, and current partner in Berry Appleman & Leiden LLP. Adjunct Instructor Bio: Thomas Sweeney retired former litigator with Hogan & Hartson and Hogan Lovells.

Requirements/Evaluation: short paper and final project or presentation; oral argument, or written court opinions

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$45 for books

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 15 JLST 15

Winter 2020

LEC Section: 01 Cancelled

CHEM 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Primary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do frameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: \$75

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 16 CHEM 16

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 9:00 am - 11:50 am John W. Thoman

CHEM 18 (W) Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, the molecular basis of bacterial gene regulation, the lipid composition of model membranes, and the molecular underpinnings of viral infection.

Requirements/Evaluation: a 10-page written report is required

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: 4

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Winter 2020

LEC Section: 01 M-F 10:00 am - 3:50 pm Amy Gehring, Bob Rawle

CHEM 20 (W) Introduction to Research in Inorganic Chemistry

Students in this course will carry out an independent research project in collaboration with a member of the Department with expertise in inorganic chemistry. Representative projects include the synthesis and study of polymers to encapsulate heavy metals with an eye to environmental remediation and the synthesis of coordination complexes as models of enzymes and as catalysts for the oxidation of organic compounds. The interdisciplinary nature of the project will expose students to a range of inorganic and organic synthetic protocols and analytical and spectroscopic techniques for the characterization of new materials and the monitoring of catalysis. In addition to lab work, participants will engage in an exploration of careers in chemistry and a discussion of topics of interest to chemists, such as ethics and creating a diverse workforce.

Requirements/Evaluation: a 10-page written report is required

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: 4

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Materials/Lab Fee: \$0

Winter 2020

LEC Section: 01 M-F 10:00 am - 3:50 pm Christopher Goh

CHEM 23 (W) Introduction to Research in Organic Chemistry

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department. Representative projects include: Controlled synthesis of block copolymers as self-assembled nanocarriers. Students involved in this work will learn techniques involved in organic synthesis, including analysis by NMR, IR, and SEC.

Requirements/Evaluation: a 10-page written report is required

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Winter 2020

LEC Section: 01 M-F 10:00 am - 3:50 pm Sarah L. Goh

CHEM 24 (W) Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the dynamics in glasses using single

molecule spectroscopy and molecular dynamics simulations.

Requirements/Evaluation: a 10-page written report is required

Prerequisites: completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Enrique Peacock-López

CHEM 31 (W) Senior Research and Thesis: Chemistry

To be taken by students registered for Chemistry 493, 494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Sarah L. Goh

CHEM 41 (W) It's a Material World-What's It Made Of?-Intensive

We'll talk about how underlying atomic and molecular scale structure gives rise to physical properties that you already have an intuitive sense for: things like hardness, softness, elasticity, color, brittleness, conductivity, transparency... Once we understand how these properties arise, we can start thinking about how and why we use certain materials for particular applications and consider the historical and societal changes that result from choosing or developing new materials for those specific applications. What kinds of materials (or innovations in the skills or techniques used to produce them) have been valued over time? What has been the impact of these technological advances? From there, we can start to think about how to design new materials with new kinds of properties or combinations of properties. We'll look at old materials as well as new, and venture a bit into the modern world of materials, which involves design and characterization of meso and nanoscale structures. We'll take a little time to do some lab experiments as well, to give you a peek at some strategies used in nanofabrication, as well a chance to use some of the kinds of instrumentation used in studying nanoscale materials. Because this course is designed to count for **both** a regular full semester credit as well as a winter study credit, it will necessarily be a fairly intense experience. We're going to be moving through material pretty quickly, and it'll be hard for you to tackle the problems that you'll need to on your own at this pace in addition to doing the readings and going over class notes. So rather than structure the course to be 3 hours of uninterrupted class time/day followed by many hours of trying to do the rest of the work on your own, the course will be structured in order to provide a lot of help along the way. We'll be meeting together for more hours each day, and we'll use the extra time to do a lot of problem solving work together, as this is really the best way to work through material, as well as to do a lot of demos that will illustrate what we're talking about. There will be a great deal of support available from course TAs, who will help with the problem solving during the day, as well as be available some evenings for additional help on problem sets, as well as preparation for exams. We'll also break up the classwork with a few days of lab experiments, which will be a chance to try out some new techniques used in nanoscale fabrication, and get a feel for some of the challenges in studying things at this scale. There won't be any lab reports or separate homework associated with the labs that we do, though it's possible that there may be some questions on problem sets or exams that are associated with things you'll have encountered in lab. This course will be a non-majors level introduction to materials chemistry, with no chemistry background required.

Requirements/Evaluation: a series of problem sets, two exams, and a final

Prerequisites: permission of a dean

Enrollment Limit: 15

Enrollment Preferences: students who need to make up a deficiency

Grading: pass/fail only

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both CHEM 100 and CHEM 41.

Winter 2020

LEC Section: 01 M-F 9:00 am - 12:00 pm M-F 1:00 pm - 4:00 pm Lee Y. Park

CHEM 99 (W) Independent Study: Chemistry

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Sarah L. Goh

ASIAN STUDIES

CHINESE

(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese; on leave Spring 2020
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2019-2020
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marilyn & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Nana Takeda, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Chinese Major

Consisting of a core language curriculum and a variety of courses in the various disciplines represented in the department, the Chinese major track enables students to achieve proficiency in aural comprehension, speaking, reading, and writing in Mandarin Chinese, as well as to understand the cultural traditions and diversity of the Chinese-speaking regions in the world. Majors in Chinese are expected to function as responsible global

citizens, able to use the Chinese language to interact and collaborate in their community and the globalized world, while remaining keenly aware and respectful of varying cultural beliefs, norms, and sensitivities.

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate-High level in writing based on the ACTFL proficiency guidelines.
- Understand the basic grammar and vocabulary of Classical Chinese.
- Master intercultural skills to competently navigate a wide range of social and cultural contexts.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Acquire research, problem-solving, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Engage critically with important aspects of the historical and cultural developments and trends in China's diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Chinese are indicated below:

Chinese Major

- Four additional semesters of Chinese language (300-level or higher).
- One semester of Classical Chinese.
- One approved course in Chinese literature, linguistics, or culture.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Chinese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for CHIN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

CHIN 101 (F) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit

granted only if both semesters (CHIN 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Cecilia Chang

CON Section: 02 MWF 9:00 am - 9:50 am Cecilia Chang

CON Section: 03 MWF 10:00 am - 10:50 am Cecilia Chang

CHIN 102 (S) Basic Chinese

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Class Format: (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 101 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Cecilia Chang

CON Section: 02 MWF 9:00 am - 9:50 am Cecilia Chang

CON Section: 03 MWF 10:00 am - 10:50 am Cecilia Chang

CHIN 131 (S) Basic Cantonese

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese and which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

Class Format: dialog performance, drills, communicative exercises, oral reading, questions and discussion

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Chinese and Asian Studies majors who have no prior background in Cantonese

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

CHIN 140 (F) Introduction to Traditional Chinese Literature

Cross-listings: CHIN 140 COMP 140

Primary Cross-listing

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the *Analects* of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 140 (D1) COMP 140 (D1)

Not offered current academic year

CHIN 152 (S) Introduction to Taiwanese/Southern Min Language and Culture

This course, which includes a required, fully-funded two-week field trip to Taipei, Quemoy (Jinmen), and Xiamen over Spring Break, constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the major Chinese "dialects," this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese. Required Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, a journal and term paper based on the field trip, and an oral and written final exam; Spring Break field trip to Taiwan and China, funded by the Global Initiatives Fund

Prerequisites: CHIN 301 or permission of the instructor

Enrollment Limit: 8

Enrollment Preferences: if course is over-enrolled, students will be selected based on a statement of rationale and goals for wishing to participate, with CHIN and ASST majors receiving priority

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 201 (F) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Prerequisites: CHIN 102 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Li Yu

LEC Section: 02 M-F 10:00 am - 10:50 am Li Yu

CHIN 202 (S) Intermediate Chinese

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam

Prerequisites: CHIN 201 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Li Yu

LEC Section: 02 M-F 10:00 am - 10:50 am Li Yu

CHIN 214 (F) Foundations of China

Cross-listings: ANTH 212 REL 218 HIST 214 GBST 212 CHIN 214

Primary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 212 (D1) REL 218 (D1) HIST 214 (D1) GBST 212 (D2) CHIN 214 (D1)

Attributes: HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)

Cross-listings: ANTH 223 CHIN 223

Primary Cross-listing

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and recommendations for policy-making at the government and community levels for China and the United States.

Class Format: discussion

Requirements/Evaluation: class attendance, active in-class participation, presentations, two short (5-page) response papers, one 24-hr take-home mid-term, and one final paper (10-12 pages)

Prerequisites: none, open to all students; no knowledge of Chinese language required

Enrollment Limit: 20

Enrollment Preferences: current and prospective majors in the Department of Asian Studies, then to first-years

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: books and reading packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 223 (D2) CHIN 223 (D2)

Difference, Power, and Equity Notes: We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

Attributes: ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

CHIN 224 (F) Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China

Cross-listings: CHIN 224 COMP 219

Primary Cross-listing

This course introduces modern China through literature, culture, and critical thought, covering the last decade of the 19th century, the first half of the 20th century, and a few years after the founding of the People's Republic of China. We will read important examples of fictions, essays, and poems by modern Chinese thinkers and writers. We will engage with film, theatrical performances, and other forms of popular culture from the late Qing Dynasty to the years before the Cultural Revolution. We will also read works that were created at the peripheries of history such as cross-cultural diasporic Chinese writings beyond the geographical limits of China. Delving into issues of revolution, war, enlightenment, and modernization, we will gain insights through close readings of these works about the fundamental questions that were faced by modern China and Chinese people. The first three decades of the 20th century witnessed the great achievements of canonical modern writers as well as eruption of multiple historical movements. They also saw the emergence of a modernized popular culture, new social classes, and awakening gender activists in the urban spaces. The next twenty years underwent a revolutionary turn to be more concerned with nationalist issues under the impact of war. While a singular revolutionary literature ensued in mainland China after 1949, literary and cultural modernism as a form of resistance in the context of Cold War started to develop in the sinophone regions other than mainland China such as Taiwan and Hong Kong. In this class, all readings are in English. Complementary readings in

original Chinese texts are not required but welcomed.

Class Format: discussion

Requirements/Evaluation: mid-term exam; final exam; final writing project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors; Asian Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 224 (D1) COMP 219 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Chen Wang

CHIN 225 (F) The Fantastic in Chinese Literature

Cross-listings: CHIN 225 COMP 225

Primary Cross-listing

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Requirements/Evaluation: participation, weekly posting, three writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 225 (D1) COMP 225 (D1)

Not offered current academic year

CHIN 226 (S) Chinese Film and Its Significant Others

Cross-listings: COMP 296 CHIN 226

Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the \$527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological

order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: attendance and participation, short response papers (1- 2-pages each), one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 296 (D1) CHIN 226 (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Cross-listings: CHIN 227 THEA 227 COMP 227

Primary Cross-listing

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and *Kun* Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings: CHIN 237 COMP 297

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 237 (D1) COMP 297 (D1)

Attributes: FMST Core Courses

Not offered current academic year

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. *All readings in English with some examples in Chinese.*

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses Linguistics

Not offered current academic year

CHIN 253 (F) "Disease" in Modern Chinese Literature and Culture

Cross-listings: WGSS 255 CHIN 253 COMP 254

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in

their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 255 (D2) CHIN 253 (D1) COMP 254 (D1)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

CHIN 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Primary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

CHIN 301 (F) Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, short essays, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 MW 11:00 am - 11:50 am Cecilia Chang

CHIN 302 (S) Upper-Intermediate Chinese

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

Class Format: drill/discussion/reading

Requirements/Evaluation: classroom performance, short essays, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 301 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Man He

CON Section: 02 MW 11:00 am - 11:50 am Man He

CHIN 312 (F) Introduction to Classical Chinese

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Christopher M. B. Nugent

CHIN 401 (F) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Chen Wang

CON Section: 02 W 1:10 pm - 2:00 pm Chen Wang

CON Section: 03 Cancelled

CHIN 402 (S) Advanced Chinese

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 401 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Chen Wang

CON Section: 02 W 1:10 pm - 2:00 pm Chen Wang

CON Section: 03 Cancelled

CHIN 413 (S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature

This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian *Analects*, the *Mencius*, and the *Zhuangzi*. While this course is a continuation of Chinese 312, students with prior work in Classical Chinese (through study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.

Requirements/Evaluation: classroom performance, homework, quizzes, tests, and a final exam

Prerequisites: CHIN 312 or prior coursework in Classical Chinese

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 420 (S) Masterpieces in Modern Chinese Literature

"To modernize the *Chinese* people, it has to start from the modernization of the genre 'novel'." Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

Class Format: discussion

Requirements/Evaluation: participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 Cancelled

CHIN 422 (S) Old Shanghai, New Shanghai

Cross-listings: ASST 122 CHIN 422

Primary Cross-listing

Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of

contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). *The course is conducted in either Chinese or English.* Students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

Prerequisites: none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 122 (D1) CHIN 422 (D1)

Not offered current academic year

CHIN 423 (F) A Century of Romance: Emotional Life in Modern Chinese Literature and Visual Culture

The modernization of the Chinese nation is accompanied by revolutionary changes in Chinese people's understanding of their domestic world. Through readings of literary and visual productions, this course introduces students to the modern Chinese conceptualizations of sexuality, love, and family life at varying historical stages. With emotional feelings and experiences at its thematic center, the course is mainly organized by genre and form, the purpose of which is twofold: one, to help students understand comprehensively how the private life of modern Chinese has been intertwined with the grand history of a nation-state; two, to develop students' language proficiency through the study of different literary genres and visual forms. We will read literary and visual representations of, for instance, the transforming family structures in the revolutionary years, romantic experiences during the socialist construction, and gender relations in the reform era. We will, through exercises of translation, interpretation, and creative imitation, get ourselves more familiar with genres including but not limited to poems, short stories, correspondence, diaries, critical essays, song lyrics, play scripts, etc. The course is conducted in Mandarin, but some bilingual materials are also involved for translation and interpretation purposes.

Requirements/Evaluation: oral presentation; translation project; short piece of creative writing.

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Chen Wang

CHIN 424 (S) Navigating across Cities: Space, Materials, and (Wo)Men in the Sinophone World

This course focuses on the theme of urban modernity in Sinophone world, namely, Chinese-speaking districts and regions including but not limited to PRC China. Through the lens of literary and multi-media productions such as fictional writings, films, TV programs, newspaper reports and columns, stage performance, and art exhibitions that are created among various Chinese-speaking communities in and about the urban settings---Beijing, Shanghai, Chengdu, Hong Kong, Taipei, cities in other Asian countries as well as those in the United States---this course expects to discuss the representations of space, materials, and people that are connected to and by such a language called "Chinese" in its broadest, most complicated, and, in some cases, controversial sense. What is Chinese(s)? What is Chinese culture(s)? What roles does Chinese language play in urban productions? How is space and material experienced through a particular language and language culture? These are some of the questions we will explore in the course. The classes are conducted with a combination of seminars, semi-tutorial writing workshops, oral presentations, and field trips (contingent upon available events). All materials for discussion are in Chinese.

Class Format: all materials for discussion are in Chinese

Requirements/Evaluation: several papers; oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MF 9:55 am - 11:10 am Chen Wang

CHIN 425 (F) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format and collaborating with a graduate program in Chinese pedagogy in Taiwan, this course is designed to provide opportunities for Williams students to engage in direct conversation with a language partner on course assignments and for the MA students in Taiwan to gain practical training in helping non-native speakers of Mandarin Chinese develop linguistic proficiency at the levels of Advanced Low to the Advanced Mid based on the ACTFL proficiency guidelines.

Class Format: semi-tutorial format, students will meet as a large group periodically for linguistic development and two to three people groups regularly for discussions

Requirements/Evaluation: quizzes, presentations, posting of discussion questions, two position papers (3-5 pages) and one final paper (5-7 pages)

Prerequisites: CHIN 402 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: seniors and Chinese majors; email the instructor

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

CHIN 431 (S) Introduction to Chinese Linguistics

Is Chinese--whose nouns "lack" number and whose verbs have no tense--a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. *Readings in English and Chinese, with class discussion in Mandarin*

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom performance, homework, two short papers, and one longer paper

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese or Asian Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

CHIN 493 (F) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA George T. Crane

CHIN 494 (S) Senior Thesis: Chinese

Chinese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA George T. Crane

CHIN 497 (F) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA George T. Crane

CHIN 498 (S) Independent Study: Chinese

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA George T. Crane

Winter Study -----**CHIN 14 (W) Loyalty and Righteousness: Female Knight Errants in the Chinese Tradition**

Cross-listings: CHIN 14 HIST 14

Primary Cross-listing

The aura of the Chinese knight-errant's alternative universe (jianghu, lit. rivers and lakes) has never waned thanks to the thriving literature of Chinese martial arts. Recognized as the oldest genre of Chinese popular fiction still being written today, the martial arts novel constructs a fascinating human sociality where chivalry and altruism govern, stateless subjects wander, and heroic grace unfolds. This course will examine the literary, artistic, and social imagination of this jianghu in selected modern martial arts novels written by Jin Yong (aka Louis Cha Leung-yung) and Gu Long. It also compares Jin Yong's oeuvre, endorsed by die-hard fans, with the breathtaking yet controversial C(H)ollywood martial arts extravaganzas that have been released in the current millennium. Students will inquire into the themes of righteousness and law, self and state, martial arts and medicine, body and gender, and the martial arts world and postcolonial history; as well as traditional philosophical concepts of yin and yang, and "between the people" (minjian) and "all under heaven" (tianxia). Finally, we will explore the genre's aestheticism via literary and visual constructions in the cultural text.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: students will be asked to write an essay to explain their interest and rationale for this course

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 14 HIST 14

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Man He

CHIN 31 (W) Senior Thesis: Chinese

To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA George T. Crane

CHIN 88 (W) Chinese Sustaining Program

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically

enroll you in the Sustaining Program, check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Chinese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Winter 2020

LAB Section: 01 MTR 9:00 am - 9:50 am Woei Wei Koay, Zixian Peng

CHIN 99 (W) Independent Study: Chinese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA George T. Crane

CLASSICS (Div I)

Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization route. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLAS 102 (S) Roman Literature: Gender, Virtue, Empire

Cross-listings: CLAS 102 COMP 108

Primary Cross-listing

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and

expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Class Format: discussion

Requirements/Evaluation: short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 102 (D1) COMP 108 (D1)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Amanda R. Wilcox

CLAS 202 (F) Greek Tragedy

Cross-listings: THEA 220 COMP 220 CLAS 202

Primary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 220 (D1) COMP 220 (D1) CLAS 202 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

CLAS 203 (F) History of Ancient Greek Philosophy

Cross-listings: CLAS 203 PHIL 201

Secondary Cross-listing

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people

are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Class Format: discussion

Requirements/Evaluation: short papers, possibly supplemented by one or more exams

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20-40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 203 (D1) PHIL 201 (D2)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

CLAS 205 (S) Ancient Wisdom Literature

Cross-listings: COMP 217 REL 205 JWST 205 CLAS 205

Secondary Cross-listing

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 217 (D2) REL 205 (D2) JWST 205 (D2) CLAS 205 (D2)

Attributes: JWST Core Electives

Not offered current academic year

CLAS 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: CLAS 207 COMP 250 REL 207 JWST 207

Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: class participation and several writing assignments

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 207 (D1) COMP 250 (D2) REL 207 (D2) JWST 207 (D2)

Attributes: JWST Core Electives

Not offered current academic year

CLAS 210 (F) Art and Experience in Ancient Rome

Cross-listings: ARTH 211 CLAS 210 ARTH 210

Primary Cross-listing

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. *All readings are in translation.*

Requirements/Evaluation: attendance and preparation, a mid-term, a final, and a medium-length paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 211 (D1) CLAS 210 (D1) ARTH 210 (D1)

Not offered current academic year

CLAS 211 (F) Performing Greece

Cross-listings: CLAS 211 THEA 211 COMP 248

Primary Cross-listing

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators as written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. From the Homeric epics and the masterpieces of Greek tragedy and comedy to the speeches and dialogues of Demosthenes, Thucydides, and Plato, we will survey the evidence for the musical, visual, and embodied aspects of Greek literature. At the same time, we will reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagining of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek civilization, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. In addition to a wide selection from Greek poetry, drama, and prose, our readings will include works by ancient and modern theorists of performance and culture. *All readings are in translation.*

Requirements/Evaluation: class participation, two essays (5 pages), midterm, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 211 (D1) THEA 211 (D1) COMP 248 (D1)

Not offered current academic year

CLAS 212 (F) The Art of Friendship

Cross-listings: REL 267 COMP 267 COMP 288 CLAS 212

Primary Cross-listing

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. *All readings are in translation.*

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and a final paper/project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 267 (D1) COMP 267 (D1) COMP 288 (D1) CLAS 212 (D1)

Not offered current academic year

CLAS 213 (S) The Human Figure in the Ancient Mediterranean

Cross-listings: ARTH 213 CLAS 213

Secondary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Requirements/Evaluation: participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page research paper.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 213 (D1) CLAS 213 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Elizabeth P. McGowan

CLAS 214 (S) Athletics and Literature in Ancient Greece (WS)

Cross-listings: COMP 252 CLAS 214

Primary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 252 (D1) CLAS 214 (D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Sarah E. Olsen

CLAS 215 (S) The New Testament: From Word to Book

Cross-listings: REL 215 CLAS 215

Secondary Cross-listing

In this course, students will be introduced to the New Testament through an exploration of how the New Testament became and continues to be produced as a book. We will start by examining the letters of Paul--its earliest texts--in terms of the habits and traditions of ancient letter-writing. We will similarly place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object--a book--and how its changing material status shaped its meaning and functioning. We will see the New Testament transform from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a cheap printed object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital thing in online spaces and mobile apps.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion Majors, Then Classics Majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 215 (D2) CLAS 215 (D1)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Phillip J. Webster

CLAS 219 (S) Judaism Under Ancient Greek and Roman Imperialisms

Cross-listings: CLAS 219 REL 219 JWST 219

Secondary Cross-listing

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Religion majors, Jewish Studies concentrators, Classics majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Phillip J. Webster

CLAS 221 (F) Technologies of Religion in the Early Christian World

Cross-listings: REL 221 CLAS 221

Secondary Cross-listing

What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? Facilitate communication and interaction with the divine? Transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in coterminous movements: in "pagan" sacrifice, Neoplatonic divination, and Stoic practices of the self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competing religious and philosophical movements, as well as on the nature of technology's relationship to religion.

Requirements/Evaluation: active preparation and participation, short reading response papers (1 page), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 221 (D2) CLAS 221 (D1)

Not offered current academic year

CLAS 222 (S) Greek History

Cross-listings: CLAS 222 HIST 222

Primary Cross-listing

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Classics, History, and Art History majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 222 (D1) HIST 222 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

CLAS 223 (S) Roman History

Cross-listings: HIST 223 CLAS 223

Primary Cross-listing

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Class Format: discussion

Requirements/Evaluation: class participation, occasional response papers, one 6- to 8-page paper, a midterm, and a final exam

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 223 (D2) CLAS 223 (D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

CLAS 226 (S) The Ancient Novel

Cross-listings: COMP 226 CLAS 226

Primary Cross-listing

Pirates, prostitutes, witches, and donkeys: the novels of ancient Greece and Rome often surprise their modern readers with a striking blend of humor, violence, and eroticism. From damsels in distress and daring rescues to impossible journeys and magical transformations, this course will consider these remarkable and varied texts within their own literary and cultural contexts. By reading the works of such authors as Longus, Lucian, Apuleius, and Heliodorus, we will survey the different forms of extended prose fiction that have traditionally been called the ancient "novel." We will confront the

challenges of defining the genre itself, and consider both its ancient literary heritage and its later reception and afterlife. We will also explore the ways in which these texts engage with the complex and diverse world of the ancient Mediterranean, paying close attention to the representation of gender, sexuality, ethnicity, and cultural identity. *All readings are in translation.*

Requirements/Evaluation: class participation, in-class presentations, brief reading responses (1-page), and a final paper (8-10 pages)

Prerequisites: none, although some prior knowledge of the ancient Mediterranean will be useful

Enrollment Limit: 19

Enrollment Preferences: Classics and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 226 (D1) CLAS 226 (D1)

Not offered current academic year

CLAS 227 (F) The Examined Life: Ancient Ethical Literature at Rome

Cross-listings: CLAS 227 COMP 277

Primary Cross-listing

The philosophical schools of classical antiquity had in common a commitment to *eudaemonia*; that is, they considered human flourishing as a chief goal of life. This aim was not limited to professional philosophers, however. Rather, the question of how humans should live was a widespread and deeply felt concern, and ethical considerations pervade ancient texts across many genres. This course will focus on works of literature that consider how to live wisely, happily, and well, whether through seeking pleasure or acting justly, whether through political engagement or by retreating from society. We will analyze a wide variety of texts, but all are animated by an ethical premise most famously enunciated by Socrates, namely, that the unexamined life is not worth living. Readings may include dialogues, speeches, correspondence, plays, and poems, among them the *Satires* and *Epistles* of Horace, Seneca's *On Leisure* and *On the Happy Life*, and the *Meditations* of Marcus Aurelius. All readings will be in translation.

Requirements/Evaluation: class participation, several short written assignments, one or two longer essays (around five pages)

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Classics majors, Comparative Literature majors, or intending Classics and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 227 (D1) COMP 277 (D1)

Fall 2019

SEM Section: 01 Cancelled

CLAS 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

Cross-listings: CLAS 230 ARTH 230

Primary Cross-listing

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek

culture in Rome.

Requirements/Evaluation: class participation, quizzes, midterm, final exam, and one medium-length paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of western art and architecture

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 230 (D1) ARTH 230 (D1)

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Nicole G. Brown

CLAS 235 (S) The Garden in the Ancient World

Cross-listings: CLAS 235 REL 235 ENVI 232 COMP 235

Primary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 235 (D1) REL 235 (D2) ENVI 232 (D1) COMP 235 (D1)

Not offered current academic year

CLAS 236 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings: CLAS 236 ARTH 530

Secondary Cross-listing

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in

art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 236 (D1) ARTH 530 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

CLAS 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: WGSS 241 CLAS 241 COMP 241

Primary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 241 (D2) CLAS 241 (D1) COMP 241 (D1)

Not offered current academic year

CLAS 242 (S) The Country and the City in the Classical World

Cross-listings: CLAS 242 ENVI 242 ANTH 242

Primary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban

food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 242 (D1) ENVI 242 (D1) ANTH 242 (D1)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole G. Brown

CLAS 248 (S) Greek Art and the Gods

Cross-listings: CLAS 248 REL 216 ARTH 238

Secondary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 248 (D1) REL 216 (D1) ARTH 238 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Guy M. Hedreen

CLAS 306 (S) The Good Life in Greek and Roman Ethics

Cross-listings: PHIL 306 CLAS 306

Secondary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 306 (D2) CLAS 306 (D2)

Attributes: PHIL History Courses

Not offered current academic year

CLAS 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: CLAS 323 LEAD 323 HIST 323

Primary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 323 (D1) LEAD 323 (D2) HIST 323 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

CLAS 332 (S) Aristotle's Metaphysics

Cross-listings: CLAS 332 PHIL 332

Secondary Cross-listing

In this course we will study Aristotle's *Metaphysics* concentrating on books *gamma-theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

Requirements/Evaluation: discussion leadership, weekly short papers, term paper

Prerequisites: PHIL 201, CLAS 203

Enrollment Limit: 12

Enrollment Preferences: Philosophy and Classics majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 332 (D2) PHIL 332 (D2)

Attributes: PHIL History Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Keith E. McPartland

CLAS 466 (S) Hellenistic Art and the Beginning of Art History

Cross-listings: ARTH 466 CLAS 466

Secondary Cross-listing

In the wake of Alexander the Great's extension of the borders of the classical world all the way to the banks of the Indus River in the fourth century BCE, the small city-states of the Greek peninsula were replaced by far flung kingdoms as important centers of power and culture. Vastly increased trade and the movement of individuals between Greece, Egypt, and the Near and Middle East encouraged a new internationalism marked by a cross-cultural hybridization of religion, and innovations in philosophy, medicine, literature and art. This cosmopolitan attitude brought about a revolution in artistic ideas and forms centered on the social and ethnic diversity of human experience. Royal patrons, and wealthy private citizens including an increasing number of women, commissioned artworks for cities, sanctuaries, tombs, palaces, and estates on a scale rarely seen before. With the rise of Rome in the west, plundered artworks of earlier periods soon became the desired objects of wealthy collectors, and commissions in the Hellenistic style continued well into the Roman period. In this course we'll look closely at influential works of art in bronze, marble, fresco, and mosaic, and consider their archaeological, social and political contexts. We'll discuss the changing status of artists as patronage shifts to include the private as well as the public realm, and research the broader philosophical, religious, literary and cultural forces that encouraged artistic innovations of the fourth century BCE through first century CE. Reading material includes ancient literature in translation, recent surveys of Hellenistic art, and recent critical essays.

Requirements/Evaluation: students will lead discussions based on selected readings; a 5- to 7-page midterm paper and 20 minute oral report will form the basis for an 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art majors, and then to students of any major interested in art and thought in the ancient Mediterranean world, with permission of instructor

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Unit Notes: ARTH Seminar Requirement

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 466 (D1) CLAS 466 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

CLAS 493 (F) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Edan Dekel

CLAS 494 (S) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Edan Dekel

CLAS 497 (F) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Edan Dekel

CLAS 498 (S) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Edan Dekel

CLAS 499 (F)(S) Senior Colloquium

This two-semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors. Although required for the Classics major, this is a non-credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused in advance.

Class Format: colloquium

Grading: non-graded

Distributions: No divisional credit

Fall 2019

LEC Section: 01 TBA Edan Dekel

Spring 2020

LEC Section: 01 TBA Edan Dekel

Winter Study -----

CLAS 25 (W) Performance and Place in Ancient Greece

Ancient Greek literature displays a keen awareness of the links between performance and place. Whether referring to the locations of their own performance or conjuring up images of other sites and scenes, Greek songs and speeches demand that we pay attention to setting. This course, therefore, takes an experiential and contextual approach to the study of ancient Greek literature and performance culture. The course will include foundational reading in performance theory, as well as select readings from Greek poetry, drama, and oratory. The core work, however, will occur in Greece, as we visit sites like the Athenian Acropolis, the theater and sanctuary at Epidaurus, and the Temple of Aphaia on the island of Aegina. Each student will be responsible for introducing the class to a specific site, using primary and secondary sources to describe the layout of the space and the kinds of performance events (choral dance, athletic competition, religious ritual, forensic oratory) that took place within it. As a group, we will discuss different approaches to the reconstruction of historical performance events and consider how literary texts of various genres navigate the representation of landscape and architecture. While we will primarily focus on Classical Athens, a brief turn to Greek oratory under imperial Roman rule (the "Second Sophistic") will give us an opportunity to reflect on the ways in which the enduring cultural significance of the city of Athens in later antiquity served as a resource for writers and performers who represent themselves already as belated heirs of an earlier, classical period. This course will encourage us to consider the complex significance of studying ancient authors, performers, and audiences across an unbridgeable gap in time, even as we aim to close the gap in space, in order to explore how physical sites function as archives of memory, practice, and performance that can enrich and nuance our understanding of ancient literature and culture.

Requirements/Evaluation: two reports (one on a site, one on a text) to be researched before departure and delivered in Greece, plus an additional reflective assignment upon return

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to Classics majors and intending Classics majors, and to those with demonstrated interest in the ancient world who have not previously travelled abroad

Grading: pass/fail only

Materials/Lab Fee: \$400

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Sarah E. Olsen, Amanda R. Wilcox

CLAS 31 (W) Senior Thesis: Classics

May be taken by students registered for Classics 493-494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Edan Dekel

CLAS 99 (W) Independent Study: Classics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Edan Dekel

CLASSICS (Div I)

GREEK

Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not

including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with

some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Sarah E. Olsen

CLGR 102 (S) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: CLGR 101 or permission of department

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Kerry A. Christensen

CLGR 201 (F) Intermediate Greek

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Class Format: recitation/discussion

Requirements/Evaluation: classroom participation, quizzes, tests, and a final exam

Prerequisites: CLGR 101-102 or two years of Greek in secondary school

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Kerry A. Christensen

CLGR 401 (S) Homer: The Iliad

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and

prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Sarah E. Olsen

CLGR 402 (S) Homer: The Odyssey

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 404 (S) Tragedy

Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Class Format: recitation and discussion

Requirements/Evaluation: contributions to class, several 1- to 2-page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 4-5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 405 (F) Greek Lyric Poetry

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 409 (F) Plato

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (*Symposium*, *Phaedo*, *Republic*, *Phaedrus*), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 412 (F) Herodotus

This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 414 (F) Thucydides

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Requirements/Evaluation: class preparation and participation, a midterm exam, a final paper, and a final translation exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Kerry A. Christensen

Winter Study -----

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Edan Dekel

CLASSICS (Div I)

LATIN

Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not

including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and from Latin prose (e.g., Pliny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

CLLA 102 (S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and from Latin prose (e.g., Pliny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: CLLA 101 or permission of department

Enrollment Limit: 18

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

CLLA 201 (F) Intermediate Latin: The Late Republic

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Class Format: recitation/discussion

Requirements/Evaluation: classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well

Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

Enrollment Limit: 12

Expected Class Size: 6-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Amanda R. Wilcox

CLLA 302 (S) Vergil's "Aeneid"

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while

at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

Class Format: discussion/recitation

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 405 (F) Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome

Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis. We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 406 (F) Horace's Odes

This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 407 (F) Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries and Cicero's speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

Class Format: discussion

Requirements/Evaluation: class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-9

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 408 (S) Roman Comedy

Roman comedy flourished only briefly, between the second and third Punic Wars, but its cultural-historical importance is undeniable. In these *fabulae palliatae*, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked but ultimately reasserted. We will read the *Menaechmi* of Plautus and the *Adelphoe* of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We may also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.

Class Format: discussion/recitation

Requirements/Evaluation: evaluation will be based on class participation, several papers of varying length, a midterm and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 409 (S) Seneca and the Self

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Requirements/Evaluation: class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 414 (F) Vergil's Eclogues and Georgics

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 415 (S) Ovid's *Metamorphoses*

This course will explore Ovid's greatest work, an epic poem in fifteen books entitled *Metamorphoses*. Ovid's poem narrates the story of the world from its beginning down to his own day, the reign of Augustus, via a series of tales closely woven together through the theme of change. We will translate and discuss large portions of the Latin text along with selections from contemporary scholarship in order to consider the poem in its original political and cultural context as well as its relationship to earlier models and its post-classical reception.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Amanda R. Wilcox

Winter Study -----

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Edan Dekel

COGNITIVE SCIENCE (Div II)

Chair: Professor Safa Zaki

- Joseph L. Cruz, Professor of Philosophy
- Andrea Danyluk, Mary A and William Wirt Warren Professor of Computer Science; on leave Fall 2019
- Kris N. Kirby, Professor of Psychology; on leave Fall 2019
- Nate Kornell, Associate Professor of Psychology
- Heather Williams, William Dwight Whitney Professor of Biology
- Safa R. Zaki, Professor of Psychology, Chair of Cognitive Science Program

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493) or a senior tutorial, depending on enrollments.

Required Courses

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

COGS 493 Senior Seminar or Senior Tutorial (In years where 493 is not offered, students should contact the Program Chair for details).

Elective Courses

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

[BIOL 204\(S\)Animal Behavior](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[CSCI 134\(F, S\)Introduction to Computer Science](#)

Taught by: [Iris Howley](#), [Jeannie R Albrecht](#), [Shikha Singh](#), [Thomas Murtagh](#)

[Catalog details](#)

[CSCI 361 / MATH 361\(F, S\)Theory of Computation](#)

Taught by: [Thomas Murtagh](#), [Aaron Williams](#)

[Catalog details](#)

[CSCI 373Artificial Intelligence](#)

Taught by: [Jon Park](#)

[Catalog details](#)

[CSCI 374 T\(S\)Machine Learning](#)

Taught by: TBA

[Catalog details](#)

[NSCI 201 / BIOL 212 / PSYC 212\(F\)Neuroscience](#)

Taught by: [Tim Lebestky](#), [Shivon Robinson](#)

[Catalog details](#)

[PHIL 207Contemporary Philosophy of Mind](#)

Taught by: [Joseph Cruz](#)

[Catalog details](#)

[PHIL 216 / ENVI 216Philosophy of Animals](#)

Taught by: [Joseph Cruz](#)

[Catalog details](#)

[PHIL 388 TConsciousness](#)

Taught by: [Joseph Cruz](#)

[Catalog details](#)

[PSYC 221\(S\)Cognitive Psychology](#)

Taught by: [Nate Kornell](#)

[Catalog details](#)

[PSYC 322\(S\)Concepts: Mind, Brain, and Culture](#)

Taught by: TBA

[Catalog details](#)

[PSYC 324 TGreat Debates in Cognition](#)

Taught by: TBA

[Catalog details](#)

[PSYC 326\(S\)Choice and Decision Making](#)

Taught by: TBA

[Catalog details](#)

[PSYC 327\(S\)Cognition and Education](#)

Taught by: [Nate Kornell](#)

[Catalog details](#)

[REL 288 / PHIL 288\(F\)Embodiment and Consciousness: A Cross-Cultural Exploration](#)

Taught by: [Georges Dreyfus](#), [Joseph Cruz](#)

[Catalog details](#)

Recommended Courses

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

[BIOL 305\(S\)Evolution](#)

Taught by: [Luana Maroja](#)

[Catalog details](#)

[MATH 250\(F, S\)Linear Algebra](#)

Taught by: [Eva Goedhart](#), [Haydee M. A. Lindo](#)

[Catalog details](#)

[PHIL 209 / STS 209Philosophy of Science](#)

Taught by: [Bojana Mladenovic](#)

[Catalog details](#)

[PSYC 201\(F, S\)Experimentation and Statistics](#)

Taught by: [Kris Kirby](#), [Jeremy Cone](#), [Kenneth Savitsky](#)

[Catalog details](#)

[STAT 101\(F, S\)Elementary Statistics and Data Analysis](#)

Taught by: [Elizabeth Upton](#)

[Catalog details](#)

[STAT 201\(F, S\)Statistics and Data Analysis](#)

Taught by: [Shaoyang Ning](#), [Stewart Johnson](#)

[Catalog details](#)

[STAT 344Statistical Design of Experiments](#)

Taught by: [Richard De Veaux](#)

[Catalog details](#)

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

STUDY ABROAD

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No. As long as the study abroad courses conform to the interdisciplinary distribution requirements of the concentration.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

COGS 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222

Primary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

COGS 493 (S) Advanced Topics in Mind and Cognition

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this seminar we will investigate current trends in mind and cognition by considering research in cognitive neuroscience, embodied cognition, dynamic systems theory, and empirical approaches to consciousness. Throughout, we will attend both to the specific empirical details as well as the conceptual foundations of this work. We will discuss how it elaborates, expands, and sharpens early views of the domain and methodology of philosophy of mind

and cognitive science.

Requirements/Evaluation: weekly short essays 1000 words, seminar presentation, final paper/project 7,000 words

Prerequisites: senior Cognitive Science concentrator

Enrollment Limit: 12

Enrollment Preferences: open only to senior Cognitive Science concentrators

Expected Class Size: 7

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 TBA Joseph L. Cruz

COGS 494 (S) Senior Thesis: Cognitive Science

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

Prerequisites: permission of program chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Safa R. Zaki

COGS 497 (F) Independent Study: Cognitive Science

Cognitive Science independent study.

Prerequisites: permission of program chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Safa R. Zaki

COGS 498 (S) Independent Study: Cognitive Science

Cognitive Science independent study.

Prerequisites: permission of program chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Safa R. Zaki

Winter Study -----

COGS 31 (W) Senior Thesis: Cognitive Science

May be taken by students registered for Cognitive Science 494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Safa R. Zaki

COGS 99 (W) Ind Study: Cognitive Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Safa R. Zaki

COMPARATIVE LITERATURE (Div I)

Chair: Professor Christopher Nugent

- Sarah M. Allen, Associate Professor of Comparative Literature; on leave 2019-2020
- Christopher A. Bolton, Professor of Comparative and Japanese Literature
- Amal Equei, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave 2019-2020
- Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
- Lama Nassif, Assistant Professor of Comparative Literature; affiliated with: Comparative Literature Program; on leave Fall 2019

Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of media, genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the Program offers courses in literary theory that illuminate the study of texts of all sorts. Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

Students majoring in comparative literature choose one of two tracks. Both tracks prepare students for a range of options after graduation, by developing analytical, interpretive, and evaluative skills and by allowing the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

MAJOR

Track 1

This track within the Comparative Literature major combines the focused study of a single foreign-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student on this track must select a single foreign language as their specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student should choose a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for Track 1 of the major—students should aim to complete core requirements by the end of junior year:

Comparative Literature 110 Introduction to Comparative Literature,
or Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must be genuinely comparative across cultures and/or b) it must primarily treat literary theory. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women's, Gender, and Sexuality Studies. Examples of core courses include the following (please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores):

COMP 117 Introduction to Cultural Theory

COMP 200 European Modernism—and its Discontents

COMP 205 The Book of Job and Joban Literature

COMP 223 Comparative Middle Eastern and Latin American Cultural Studies

COMP 242 Americans Abroad

COMP 243 Modern Women Writers and the City

COMP 259 Adultery in the Nineteenth-Century Novel

COMP 340 Literature and Psychoanalysis

COMP 345 Museums, Memorials, and Monuments: The Representation and Politics of Memory

COMP 380 Literary and Critical Theory in the Twentieth Century

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be at the 300-level or above. Students should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature.

Comparative Literature 401 Senior Seminar (variable topics). Students are expected to take the version of 401 offered in their senior year.

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

Track 2

This track within the Comparative Literature major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Students in this track are not required to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student should choose a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for Track 2 of the major—students should aim to complete core requirements by the end of junior year:

Comparative Literature 111 The Nature of Narrative,

or Comparative Literature 110 Introduction to Comparative Literature

Any four comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The four core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women's, Gender, and Sexuality Studies. See above under "Track 1" for some examples of core courses. (Please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores.)

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five.

Comparative Literature 401 Senior Seminar (variable topics). Students are expected to take the version of 401 offered in their senior year.

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE

Prerequisites

Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a

preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (493-W31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-W-494)—is 12, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

The Program in Comparative Literature strongly urges its students to study abroad. Students in track 1 should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. But all students can benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department. Some courses can be approved definitively, others provisionally. Approval for core credit may require more information.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. Sometimes we can tell from the title, sometimes a description is needed. We often need to know the readings assigned.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 1 of 2 gateway courses (COMP 110 or 111) and senior seminar (COMP 401). No substitutions are allowed for these classes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. No study abroad fall semester senior year because of senior seminar. Students should take the gateway before studying abroad, but it's not required.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Not a common problem, but it has happened. The department typically doesn't count Div II-type culture courses.

COMP 105 (S) "Make it New": The Modernist Experiment (WS)

Cross-listings: COMP 105 ENGL 106

Secondary Cross-listing

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

Requirements/Evaluation: active class participation; three papers rising from 3-7 pages; three two-page reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 105 (D1) ENGL 106 (D1)

Writing Skills Notes: Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm James L. Pethica

COMP 106 (F) Temptation

Cross-listings: ENGL 107 COMP 106

Secondary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 107 (D1) COMP 106 (D1)

Not offered current academic year

COMP 108 (S) Roman Literature: Gender, Virtue, Empire

Cross-listings: CLAS 102 COMP 108

Secondary Cross-listing

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Class Format: discussion

Requirements/Evaluation: short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 102 (D1) COMP 108 (D1)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Amanda R. Wilcox

COMP 110 (S) Introduction to Comparative Literature

Cross-listings: COMP 110 ENGL 241

Primary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shōnagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. *All readings will be in English.*

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 110 (D1) ENGL 241 (D1)

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Christopher A. Bolton

COMP 111 (F) The Nature of Narrative (WS)

Cross-listings: COMP 111 ENGL 120

Primary Cross-listing

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Requirements/Evaluation: active and meaningful class participation; two shorter papers, longer final paper including a draft workshopped in tutorial format

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111 (D1) ENGL 120 (D1)

Writing Skills Notes: The two shorter papers will receive extensive comments from the instructor; the instructor will meet individually with students to discuss their writing after the second paper. A partial draft of the final longer paper will be workshopped with the instructor plus a peer partner in tutorials; the tutorials will provide feedback for expanding and deepening the final paper.

Attributes: FMST Related Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

COMP 117 (F) Introduction to Cultural Theory

Cross-listings: ENGL 117 COMP 117

Secondary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 117 (D1) COMP 117 (D1)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

COMP 118 (F) Animal Subjects (DPE)

Cross-listings: COMP 118 GERM 118

Primary Cross-listing

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 118 (D1) GERM 118 (D1)

Difference, Power, and Equity Notes: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight.

Not offered current academic year

COMP 119 (S) Asian American Femininities (DPE)

Cross-listings: COMP 119 WGSS 119

Secondary Cross-listing

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Requirements/Evaluation: weekly papers or peer responses

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 119 (D1) WGSS 119 (D2)

Difference, Power, and Equity Notes: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

COMP 128 (S) Reading Asian American Literature

Cross-listings: COMP 128 ENGL 128 AMST 128

Secondary Cross-listing

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: prospective AMST or ENGL majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 128 (D2) ENGL 128 (D2) AMST 128 (D2)

Attributes: AMST Arts in Context Electives

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Anthony Y. Kim

COMP 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range

of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does seclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between seclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of seclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of seclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

COMP 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

COMP 140 (F) Introduction to Traditional Chinese Literature

Cross-listings: CHIN 140 COMP 140

Secondary Cross-listing

With a written record stretching over 3000 years, China's literary cultures are some of the richest and most varied in human history. Their influence continues to be felt not only in modern China, but also throughout much of the world. This course examines the origins and development of the different literatures of China from their earliest stages up until the end of the imperial system in 1911. We will read texts ranging from the *Analects* of Confucius to the medieval poetry of the Tang dynasty, from Buddhist sutras to plays about prostitutes and singing girls. An invulnerable monkey god may make an appearance to sow chaos as well. He's difficult to pin down. Some important themes will include: the role of the individual versus that of the community, responses to catastrophe and disorder, the fantastic, the articulation of the self through literature, and ways of dealing with historical and literary legacies. All readings are in English translation.

Requirements/Evaluation: five short writing assignments (2 pages each), one paper (6-7-pages), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 140 (D1) COMP 140 (D1)

Not offered current academic year

COMP 141 (S) Black Autobiography

Cross-listings: COMP 141 AFR 140

Secondary Cross-listing

Autobiography--whether slave narrative, memoir, or semi-fictional life account--has served as a primary form of writing for people of African descent. Although primarily understood as a textual means for articulating selfhood, Black autobiographies also ask other questions like: How do Black reflections on the self necessitate critiques of society and culture? How have Black autobiographies been utilized for political mobilization? And, what might a collective analysis of Black autobiographies reveal about changes in conceptions of Black selfhood over time? We will explore these concerns by reading autobiographies across time and space by authors like Ottobah Cugoano, W. E. B. Du Bois, and Alice Walker.

Requirements/Evaluation: class participation, two to three short papers (5- to 7-pages), and a 15- to 20-page paper or multimedia final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 141 (D1) AFR 140 (D2)

Attributes: AFR Core Electives

Not offered current academic year

COMP 151 (F) The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: COMP 151 THEA 101

Secondary Cross-listing

An introduction to the global art and practice of making theatre. Students will learn basic principles of different approaches to the actor's labor, alongside the history, aesthetics, and literature associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, discussions, attendance at live performances, and workshops with guest artists and faculty, we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from the fields of theatre and performance studies. As a capstone project, students will stage and perform selected scenes before an audience, using practical and interpretive skills gained from the course. This course is open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401. Class will meet on Fridays when time is needed for studio exercises, rehearsals, mentoring student projects, or guest artist workshops.

Class Format: course will include both a seminar (1 hour and 15 minutes/week) and studio (2 hours and fifteen minutes/week); the total class meeting time will be 3 hours and 30 minutes per week

Requirements/Evaluation: two 5-page critical essays, journal reflections, performance projects, and active participation in discussions and studio exercises

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 151 (D1) THEA 101 (D1)

Fall 2019

SEM Section: 01 MW 11:00 am - 12:50 pm Shanti Pillai

LAB Section: 02 F 11:00 am - 12:50 pm Shanti Pillai

COMP 161 (F) Metafiction

Cross-listings: COMP 161 ENGL 161 COMP 139 ENGL 139

Secondary Cross-listing

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Franz Kafka, Kelly Link, Michel Gondry, Paul Park, and others. Ultimately, we will use the study of metafiction to focus a larger inquiry into the socializing force of language and self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in much of their assigned writing.

Class Format: discussion

Requirements/Evaluation: several short exercises; four or five papers of increasingly complexity, totaling 24 pages; consistent attendance and participation; a genuine love of reading, and a willingness to reread

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 161 (D1) ENGL 161 (D1) COMP 139 (D1) ENGL 139 (D1)

Not offered current academic year

COMP 186 (F) Japanese Popular Visual Culture

Cross-listings: ARTH 286 ARTH 586 ASST 186 COMP 186

Primary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Okazaki), and animation (Oshii, Miyazaki, Kon). We will focus on developing visual reading skills to come up with original interpretations of these works, and on comparing different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 286 (D1) ARTH 586 (D1) ASST 186 (D1) COMP 186 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

COMP 200 (S) European Modernism--and Its Discontents

What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850-1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti-"bourgeois" stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the breaks with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and Woolf; drama by Beckett; Futurist and Surrealist manifestoes; German Expressionist films; and theoretical writings by Marx, Freud, Nietzsche, Ortega y Gasset, and Benjamin. In addition, select portions of Bell-Villada's *Art for Art's Sake and Literary Life* and Peter Gay's *Modernism* will serve as general background to the course. *All readings in English.*

Class Format: discussion

Requirements/Evaluation: class participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final

Prerequisites: none; first-year students must consult with the instructor before registering for this course

Enrollment Limit: 20

Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

COMP 201 (F) The Hebrew Bible

Cross-listings: COMP 201 REL 201 JWST 201

Secondary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: discussion

Requirements/Evaluation: class participation, short written assignments, and two to three longer papers

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 201 (D1) REL 201 (D2) JWST 201 (D2)

Attributes: JWST Gateway Courses

Not offered current academic year

COMP 202 (S) Modern Drama

Cross-listings: ENGL 202 COMP 202 THEA 229

Secondary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is strongly recommended for any students majoring in Theatre

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 202 (D1) COMP 202 (D1) THEA 229 (D1)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm James L. Pethica

COMP 203 (F) Nineteenth-Century Russian Literature: Rebels and Rebellion

Cross-listings: RUSS 203 COMP 203

Secondary Cross-listing

"God save us from seeing a Russian revolt, senseless and merciless," famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it's not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course, students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic. We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure--the "little man"--will be addressed in the works of Pushkin and Gogol. We will then discuss woman's sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov's plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 203 (D1) COMP 203 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Vladimir Ivantsov

COMP 204 (S) Russia's Long Revolution: a Survey of Twentieth- and Twenty-First-Century Russian Culture

Cross-listings: COMP 204 RUSS 204

Secondary Cross-listing

With the one-hundredth anniversary of Russia's October Revolution just behind us and the uncertain future of post-Soviet Russia unfolding before us, we can now take stock of the long century of revolutions in art, politics, and society that has brought Russia to Putin. This course takes a comprehensive look at twentieth- and twenty-first-century Russian culture, focusing on the literature, film, theater, and visual art that defined this transformative period in Russia's modern history. Students will explore the radical aesthetic and political ideas that motivated this change, especially the utopian visions of the Russian avant-garde and early-Soviet Marxists, as well as key works that examine the tragic consequences of the failures of these revolutionary experiments for those who, willing or not, became their active participants. As we move on to the late-Soviet years, we will consider the emergence of a new, "conceptualist" avant-garde, which attempted to dismantle Soviet ideology and the totalitarian logic they attributed to the historical avant-garde using postmodern aesthetics. We will conclude the course by surveying literature, film, and performance that capture the traumatic experience of Russia's transition to market capitalism in the 1990s and its slide into authoritarian "stability" under Putin. Readings include works by Babel, Bulgakov, Platonov, Pasternak, Nabokov, Solzhenitsyn, Prigov, Pelevin, Sorokin, and recent Nobel laureate Svetlana Alexievich. Films screenings include the cinema of avant-garde masters Eisenstein and Vertov. All readings are in English.

Class Format: discussion

Requirements/Evaluation: class participation, discussion leading, papers

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 204 (D1) RUSS 204 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

COMP 205 (F) The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205 COMP 205

Secondary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up and Hopscotch*; Lispector, *the Hour of the Star* lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 205 (D1) COMP 205 (D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the *¿canon¿* of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies Electives

Not offered current academic year

COMP 206 (S) The Book of Job and Joban Literature

Cross-listings: COMP 206 REL 206 JWST 206

Secondary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 206 (D2) REL 206 (D2) JWST 206 (D2)

Attributes: JWST Core Electives

Not offered current academic year

COMP 207 (S) Genesis: The Family Saga

Cross-listings: REL 208 COMP 207 JWST 208

Secondary Cross-listing

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

Requirements/Evaluation: class participation, a series of short writing assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 208 (D2) COMP 207 (D1) JWST 208 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

COMP 208 (F) Through the Looking Glass: Comparative Children's Literature

Oh, the reads we will read, if you follow my lead!

We will amble at first and then soon pick up speed,

And we'll bury our noses in books thick and thin.

This I vow by the hair on my chinny-chin-chin.

There'll be picture books, fairy tales, primers, and verse,

Tales of joy, fun, and laughter; and, alas, the reverse.

Some were written in English, but most of them not.

Though we'll read in translation: Sign on up, polyglot!

For example, there's Lindgren, Collodi, and Grimm,

Machado, and Sendak. Surely, you've heard of him?

We'll critique illustrations, we'll wonder, we'll ponder,
And by turns we'll divine what defines this grand genre.
Is it mere fun and games, pixie dust, sweet as pie?
Does it ask to be read with a serious eye?
Books appeal to our puzzler, our minds, after all,
And a child is a thinker, no matter how small.
You'll reflect, cogitate, then you'll write, write, write, WRITE!
And your thoughts will become this instructor's delight.

Requirements/Evaluation: regular reading and/or viewing, class discussion, frequent writing assignments, and one final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Comparative Literature majors, then students in teaching program

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

COMP 210 (F) Latina/o Language Politics: Hybrid Voices

Cross-listings: COMP 210 AMST 240 LATS 240

Secondary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Requirements/Evaluation: participation, two essays, final take-home examination

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 210 (D2) AMST 240 (D2) LATS 240 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

COMP 211 (F) The Jewish Art of Interpretation

Cross-listings: REL 222 JWST 222 COMP 211

Secondary Cross-listing

Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined

the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 222 (D2) JWST 222 (D2) COMP 211 (D2)

Attributes: JWST Core Electives

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel, Jeffrey I. Israel

COMP 213 (S) Reading the Qur'an

Cross-listings: ARAB 236 COMP 213 GBST 236 REL 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 236 (D2) COMP 213 (D1) GBST 236 (D2) REL 236 (D2)

Not offered current academic year

COMP 214 (S) Moses: Stranger in a Strange Land

Cross-listings: JWST 202 COMP 214 REL 202

Secondary Cross-listing

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 202 (D2) COMP 214 (D1) REL 202 (D2)

Attributes: JWST Core Electives

Not offered current academic year

COMP 215 (F) Cults of Personality (WS)

Cross-listings: RUSS 219 COMP 215

Secondary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany, Italy, and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 219 (D1) COMP 215 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students

write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2019

TUT Section: T1 TBA Julie A. Cassidy

COMP 216 (F) Folk and Fairy Tales in Literature and Beyond (WS)

From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories that been beloved and belittled, transmitted and transformed for hundreds of years in many cultures. This course will look broadly at folktales from different traditions, ranging from early China to medieval Europe and contemporary America. We will approach the folktale from a number of perspectives, including typological approaches; moral notions embedded in such tales; and the often porous borders between the natural and the supernatural, the animal and the human, and living and dead. We will consider the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform in the course of transmission.

Requirements/Evaluation: class participation, two or three short written assignments during the semester, and a 9- to 10-page final paper (with opportunity for revision of the final paper)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will write and receive written feedback addressing writing specifically on four written assignments over the course of the semester: one short analytic paper, a midterm analytic paper of ~5 pages, a tale, and a final paper (length will vary depending on the type of paper chosen). They will revise the midterm paper based on feedback from the instructor and, when feasible, a peer critique group, and will have the opportunity to submit a draft of the second longer paper for feedback.

Not offered current academic year

COMP 217 (S) Ancient Wisdom Literature

Cross-listings: COMP 217 REL 205 JWST 205 CLAS 205

Secondary Cross-listing

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 217 (D2) REL 205 (D2) JWST 205 (D2) CLAS 205 (D2)

Attributes: JWST Core Electives

Not offered current academic year

COMP 218 (F) Gender and Sexuality in Asian American Theater

Cross-listings: COMP 218 THEA 225 WGSS 225

Secondary Cross-listing

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 218 (D1) THEA 225 (D2) WGSS 225 (D2)

Not offered current academic year

COMP 219 (F) Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China

Cross-listings: CHIN 224 COMP 219

Secondary Cross-listing

This course introduces modern China through literature, culture, and critical thought, covering the last decade of the 19th century, the first half of the 20th century, and a few years after the founding of the People's Republic of China. We will read important examples of fictions, essays, and poems by modern Chinese thinkers and writers. We will engage with film, theatrical performances, and other forms of popular culture from the late Qing Dynasty to the years before the Cultural Revolution. We will also read works that were created at the peripheries of history such as cross-cultural diasporic Chinese writings beyond the geographical limits of China. Delving into issues of revolution, war, enlightenment, and modernization, we will gain insights through close readings of these works about the fundamental questions that were faced by modern China and Chinese people. The first three decades of the 20th century witnessed the great achievements of canonical modern writers as well as eruption of multiple historical movements. They also saw the emergence of a modernized popular culture, new social classes, and awakening gender activists in the urban spaces. The next twenty years underwent a revolutionary turn to be more concerned with nationalist issues under the impact of war. While a singular revolutionary literature ensued in mainland China after 1949, literary and cultural modernism as a form of resistance in the context of Cold War started to develop in the sinophone regions other than mainland China such as Taiwan and Hong Kong. In this class, all readings are in English. Complementary readings in original Chinese texts are not required but welcomed.

Class Format: discussion

Requirements/Evaluation: mid-term exam; final exam; final writing project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Chinese majors; Asian Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 224 (D1) COMP 219 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Chen Wang

COMP 220 (F) Greek Tragedy

Cross-listings: THEA 220 COMP 220 CLAS 202

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 220 (D1) COMP 220 (D1) CLAS 202 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

COMP 221 (S) Hollywood Film

Cross-listings: COMP 221 ENGL 204

Secondary Cross-listing

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get out*. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Requirements/Evaluation: attendance at Sunday evening screenings; two 2-page essays, two editing exercises, a midterm, and a final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 221 (D1) ENGL 204 (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm John E. Kleiner, James R. Shepard

COMP 223 (S) Japanese Food Culture in a Global Context

Cross-listings: JAPN 223 COMP 223

Secondary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions and class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223 (D1) COMP 223 (D1)

Not offered current academic year

COMP 224 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: COMP 224 RLFR 225

Primary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. *Readings and Discussions in English.*

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French

majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 224 (D1) RLFR 225 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

COMP 225 (F) The Fantastic in Chinese Literature

Cross-listings: CHIN 225 COMP 225

Secondary Cross-listing

From the famous human/butterfly metamorphosis in the Daoist text Zhuangzi to contemporary writer Liu Cixin's award-winning "Three Bodies Problem," the "fantastic" has always been part of Chinese literature that pushes the boundary of human imagination. Readers and writers create fantastic beasts (though not always know where to find them), pass down incredible tales, assign meanings to unexplainable phenomena, and reject--sometimes embrace--stories that could potentially subvert their established framework of knowledge. Meanwhile, the "fantastic" is also historically and culturally contingent. What one considers "fantastic" reveals as much about the things gazed upon as about the perceiving subject--his or her values, judgment, anxiety, identity, and cultural burden. Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until twenty-first century China. We will read texts ranging from Buddhist miracle tales to the avant-garde novel about cannibalism, from medieval ghost stories to the creation of communist superheroes during the Cultural Revolution. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, utopia and dystopia, and the fantastic as social criticism and national allegory. All materials and discussions are in English.

Requirements/Evaluation: participation, weekly posting, three writing assignments, final paper, oral presentation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 225 (D1) COMP 225 (D1)

Not offered current academic year

COMP 226 (S) The Ancient Novel

Cross-listings: COMP 226 CLAS 226

Secondary Cross-listing

Pirates, prostitutes, witches, and donkeys: the novels of ancient Greece and Rome often surprise their modern readers with a striking blend of humor, violence, and eroticism. From damsels in distress and daring rescues to impossible journeys and magical transformations, this course will consider these remarkable and varied texts within their own literary and cultural contexts. By reading the works of such authors as Longus, Lucian, Apuleius, and Heliodorus, we will survey the different forms of extended prose fiction that have traditionally been called the ancient "novel." We will confront the challenges of defining the genre itself, and consider both its ancient literary heritage and its later reception and afterlife. We will also explore the ways in which these texts engage with the complex and diverse world of the ancient Mediterranean, paying close attention to the representation of gender, sexuality, ethnicity, and cultural identity. *All readings are in translation.*

Requirements/Evaluation: class participation, in-class presentations, brief reading responses (1-page), and a final paper (8-10 pages)

Prerequisites: none, although some prior knowledge of the ancient Mediterranean will be useful

Enrollment Limit: 19

Enrollment Preferences: Classics and Comparative Literature majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 226 (D1) CLAS 226 (D1)

Not offered current academic year

COMP 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Cross-listings: CHIN 227 THEA 227 COMP 227

Secondary Cross-listing

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and *Kun* Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

COMP 228 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Cross-listings: ENGL 268 AMST 266 COMP 228 REL 266

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short

stories, but will also explore some plays, films, poetry, and comedy.

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 268 (D2) AMST 266 (D2) COMP 228 (D2) REL 266 (D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

COMP 229 (S) Japanese Culture and History from Courtiers to Samurai and Beyond

Cross-listings: HIST 219 JAPN 219 ASST 219 COMP 229

Secondary Cross-listing

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 219 (D2) JAPN 219 (D1) ASST 219 (D2) COMP 229 (D2)

Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the

distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 231 (F) Postmodernism (WS)

Cross-listings: COMP 231 ENGL 266

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 231 (D1) ENGL 266 (D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2019

TUT Section: T1 TBA Christopher A. Bolton

COMP 234 (S) Saharan Imaginations (DPE)

Cross-listings: ENVI 208 ARAB 209 COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 208 (D1) ARAB 209 (D1) COMP 234 (D1)

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Not offered current academic year

COMP 235 (S) The Garden in the Ancient World

Cross-listings: CLAS 235 REL 235 ENVI 232 COMP 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella,

and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 235 (D1) REL 235 (D2) ENVI 232 (D1) COMP 235 (D1)

Not offered current academic year

COMP 236 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings: COMP 236 AFR 205 WGSS 207

Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Love* (2003) and *God Help the Child* (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 236 (D2) AFR 205 (D2) WGSS 207 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

COMP 237 (S) Medieval Worlds

While the word "medieval" was first used to designate the period in European history between the fall of Rome and the Renaissance, historians and literary scholars frequently use the term to label periods in other regions and cultures that not only overlap chronologically with the European Middle Ages, but also appear to share similarities in terms of technology, social structures, and religious orientation. This course examines the notion of the "medieval" primarily through the lens of literature. We will read "medieval" works ranging from the Anglo-Saxon poem *Beowulf* to the landscape poems

and folktales of eighth-century China, from a Persian epic to a Sanskrit story-cycle, and the diary of a Japanese court lady. Topics will include the following: How did people create, experience, and transmit literary texts in different medieval cultures? What were the material conditions of literature in these cultures, and how did they impact the development of literature? What roles did religion play in texts that are not explicitly religious? What does it mean to think of the medieval as a category across different cultures?

Requirements/Evaluation: preparation and active participation in class, several short (1- to 2-page) reflection papers, two mid-length (4- to 5-page) papers or projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors and prospective majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

COMP 238 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

COMP 239 (F) What is a Novel?

Cross-listings: COMP 239 ENGL 240

Secondary Cross-listing

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick, Edward Said, Leo Bersani, and Franco Moretti.

Requirements/Evaluation: four to five papers totaling about 20 pages; regular, substantial, and intensive participation in class

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 239 (D1) ENGL 240 (D1)

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Not offered current academic year

COMP 240 (F) Introduction to Literary Theory (WS)

Cross-listings: ENGL 230 COMP 240

Secondary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism--such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism--in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello*, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: discussion

Requirements/Evaluation: frequent short papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 230 (D1) COMP 240 (D1)

Writing Skills Notes: The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

COMP 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: WGSS 241 CLAS 241 COMP 241

Secondary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 241 (D2) CLAS 241 (D1) COMP 241 (D1)

Not offered current academic year

COMP 242 (S) Americans Abroad (DPE)

Cross-listings: AMST 242 COMP 242 ENGL 250

Primary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 242 (D2) COMP 242 (D1) ENGL 250 (D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

COMP 244 (S) Mediterranean Journeys (DPE)

Cross-listings: GBST 244 COMP 244

Primary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Criales, Godard).

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D1) COMP 244 (D1)

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Not offered current academic year

COMP 245 (F) Red Chamber Dreams: China's Greatest Novel as Literature and Legacy

Cross-listings: ASST 243 COMP 245

Primary Cross-listing

The eighteenth-century novel *Dream of the Red Chamber*, also known as *Story of the Stone*, is widely regarded as China's greatest novel due to the intricacy of its narrative and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. We will read the novel through a variety of critical approaches, addressing it both as a work of literature and as a cultural phenomenon.

Class Format: seminar

Requirements/Evaluation: three 2-page papers, one 5-page paper, and a final 6- to 7-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: COMP majors, then ASST majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 243 (D2) COMP 245 (D1)

Not offered current academic year

COMP 246 (S) Bloody Vampires: From Fiction to Film and Fashion

Cross-listings: ENGL 287 COMP 246

Primary Cross-listing

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar

Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring or considering a major in language or literature

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 287 (D1) COMP 246 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 247 (F) Gender, Sexuality and Modern Performance

Cross-listings: THEA 250 ENGL 253 WGSS 250 COMP 247

Secondary Cross-listing

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the *still* understudied role of women in the arts, we will focus primarily on the transsecurialities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250 (D1) ENGL 253 (D1) WGSS 250 (D1) COMP 247 (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

COMP 248 (F) Performing Greece

Cross-listings: CLAS 211 THEA 211 COMP 248

Secondary Cross-listing

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators as written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. From the Homeric epics and the masterpieces of Greek tragedy and comedy to the speeches and dialogues of Demosthenes, Thucydides, and Plato, we will survey the evidence for the musical, visual, and embodied aspects of Greek literature. At the same time, we will reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagining of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek civilization, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. In addition to a wide selection from Greek poetry, drama, and prose, our readings will include works by ancient and modern theorists of performance and culture. *All readings are in translation.*

Requirements/Evaluation: class participation, two essays (5 pages), midterm, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 211 (D1) THEA 211 (D1) COMP 248 (D1)

Not offered current academic year

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Secondary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

COMP 250 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: CLAS 207 COMP 250 REL 207 JWST 207

Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: class participation and several writing assignments

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 207 (D1) COMP 250 (D2) REL 207 (D2) JWST 207 (D2)

Attributes: JWST Core Electives

Not offered current academic year

COMP 252 (S) Athletics and Literature in Ancient Greece (WS)

Cross-listings: COMP 252 CLAS 214

Secondary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 252 (D1) CLAS 214 (D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Sarah E. Olsen

COMP 254 (F) "Disease" in Modern Chinese Literature and Culture

Cross-listings: WGSS 255 CHIN 253 COMP 254

Secondary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 255 (D2) CHIN 253 (D1) COMP 254 (D1)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

COMP 255 (S) Love and Death in Modern Japanese Literature

Cross-listings: ASST 253 COMP 255

Primary Cross-listing

One thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences--love and death--and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. *The class and the readings are in English.*

Class Format: discussion

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 253 (D1) COMP 255 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

COMP 257 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

COMP 258 (F) Film and Media Studies: An Introduction

Cross-listings: COMP 258 ENGL 274

Secondary Cross-listing

This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio

Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project

Prerequisites: no prior production experience is required

Enrollment Limit: 30

Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 258 (D1) ENGL 274 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 259 (S) Adultery in the Nineteenth-Century Novel

Cross-listings: COMP 259 WGSS 259 ENGL 261

Primary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation.*

Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 259 (D1) WGSS 259 (D1) ENGL 261 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

COMP 260 (F) Reading Comics from the French-Speaking World

Cross-listings: COMP 260 RLFR 260

Secondary Cross-listing

From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. *Conducted in French.*

Requirements/Evaluation: weekly response papers, two short papers, presentation and final research project

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260 (D1) RLFR 260 (D1)

Not offered current academic year

COMP 262 (F) Japanese Theatre and its Contemporary Context

Cross-listings: JAPN 260 COMP 262 THEA 262

Secondary Cross-listing

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (noh-gaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? *All readings and discussion will be in English.*

Class Format: discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 260 (D1) COMP 262 (D1) THEA 262 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

COMP 263 The Material Text (WS)

The conventions, compromises, collaborations and errors of the printing process can end up reinflecting or changing a writer's words in unexpected ways. And the contexts in which we then encounter those printed words--in a purpose-designed edition; excerpted in an anthology; or far outside of discernibly 'literary' settings--can make more difference yet. As David Scott Kastan has observed, it is "self-evident... that the material form and location in which we encounter the written word are active contributors to the meaning of what is read." In this course we will study what is now termed "the history of the book," and theories of textual materialism. We will begin with the iconic Shakespeare First Folio of 1623, published as English conventions of orthography, spelling and printing were fast becoming regularized. We will investigate how the book was printed, and attend to the notoriously awkward problem of how to determine the "best" text of *Hamlet*. We will also trace the history of a series of Elizabethan and Jacobean poems from their origins to the present day, to chart changing conceptions of the very ideas of "publication" and of audience. The rotary press made printing much cheaper after 1850. We will read Dickens's *Great Expectations*, attending to the effects of it being written for serialization in weekly magazines. Emily Dickinson's poetry--almost all unpublished during her lifetime--will present a core challenge. Is it indeed possible to represent her work adequately in print? We will consider the presses set up by Yeats (Cuala) and Virginia Woolf (Hogarth) to more fully control the pragmatics and aesthetics of their publications; Scott Fitzgerald's responses to editorial censorship; and the vexed history of Joyce's *Ulysses*. We will close by weighing the gains and losses we face today as the material texts of the print era have ceded ground to digitization and hypertext.

Requirements/Evaluation: three papers rising from 4-7 pages; three reading responses of two pages each

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 19

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: Three papers rising from 4-7 pages; three reading responses of two pages each. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Not offered current academic year

COMP 264 (S) The End of the World in Japanese Literature and Visual Culture

Cross-listings: COMP 264 ASST 254

Primary Cross-listing

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shōhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kōbō, Murakami Haruki and Murakami Ryū; and apocalyptic comics and animation by Oshii Mamoru, Ōtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*

Class Format: discussion

Requirements/Evaluation: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 264 (D1) ASST 254 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

COMP 265 (S) Theories of Language and Literature (WS)

Cross-listings: ENGL 209 COMP 265

Secondary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 209 (D1) COMP 265 (D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

COMP 266 (S) Confession and Deception in Japanese Literature

Cross-listings: ASST 266 COMP 266

Primary Cross-listing

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative

project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 266 (D1) COMP 266 (D1)

Attributes: GBST East Asian Studies Electives

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher A. Bolton

COMP 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Primary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

COMP 268 (S) Novel Worlds

Cross-listings: COMP 268 ENGL 263

Secondary Cross-listing

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail--each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268 (D1) ENGL 263 (D1)

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Not offered current academic year

COMP 270 (S) Russian Literature and European Existentialism

Cross-listings: COMP 270 RUSS 222

Secondary Cross-listing

Existentialism was a highly influential movement in twentieth-century European literature and thought. Nowadays the terms existentialism and existentialist are broadly used to describe the worldview and literary style of writers and thinkers as different as Fyodor Dostoevsky, Leonid Andreyev, Martin Heidegger, Franz Kafka, and Jean-Paul Sartre. Reflecting the shift to irrationalism in early twentieth-century philosophy and psychology, as well as the global cataclysms of the twentieth century, existentialism focuses on the problem of human alienation in the modern world, suggesting ways of overcoming it. In this course addressing the key concepts of existentialist philosophy (angst, borderline situation, the absurd, freedom), we will examine the origins of the existentialist worldview in nineteenth and early twentieth-century Russian literature (Dostoevsky, Chekhov, Leonid Andreyev); read and discuss existentialist texts by Kafka, Albert Camus, and Sartre; and look at the existentialist legacy in contemporary Russian and Western culture, including rock music. All readings are in English.

Requirements/Evaluation: participation, 3 writing assignments, oral presentation, final paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 270 (D1) RUSS 222 (D1)

Attributes: PHIL Related Courses

Not offered current academic year

COMP 271 (S) Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232 COMP 271

Secondary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Vladimir Ivantsov

COMP 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Secondary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

COMP 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Primary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

COMP 274 (F) Confronting Japan

Cross-listings: COMP 274 JAPN 274

Secondary Cross-listing

This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions

will be in English. Some course materials will also be available in Japanese, for those interested.

Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Japanese majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 274 (D1) JAPN 274 (D1)

Not offered current academic year

COMP 275 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

COMP 276 (S) Black Europeans

Cross-listings: AFR 276 COMP 276 GERM 276

Primary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a

handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 276 (D1) COMP 276 (D1) GERM 276 (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christophe A. Kone

COMP 277 (F) The Examined Life: Ancient Ethical Literature at Rome

Cross-listings: CLAS 227 COMP 277

Secondary Cross-listing

The philosophical schools of classical antiquity had in common a commitment to *eudaemonia*; that is, they considered human flourishing as a chief goal of life. This aim was not limited to professional philosophers, however. Rather, the question of how humans should live was a widespread and deeply felt concern, and ethical considerations pervade ancient texts across many genres. This course will focus on works of literature that consider how to live wisely, happily, and well, whether through seeking pleasure or acting justly, whether through political engagement or by retreating from society. We will analyze a wide variety of texts, but all are animated by an ethical premise most famously enunciated by Socrates, namely, that the unexamined life is not worth living. Readings may include dialogues, speeches, correspondence, plays, and poems, among them the *Satires* and *Epistles* of Horace, Seneca's *On Leisure* and *On the Happy Life*, and the *Meditations* of Marcus Aurelius. All readings will be in translation.

Requirements/Evaluation: class participation, several short written assignments, one or two longer essays (around five pages)

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Classics majors, Comparative Literature majors, or intending Classics and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 227 (D1) COMP 277 (D1)

Fall 2019

SEM Section: 01 Cancelled

COMP 278 (S) Premodern Japanese Literature and Performance

Cross-listings: JAPN 276 COMP 278

Secondary Cross-listing

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 276 (D1) COMP 278 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

COMP 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

COMP 281 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Secondary Cross-listing

In this course we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 282 (F) Introduction to Francophone Literatures

Cross-listings: AFR 204 RLFR 203 COMP 282

Secondary Cross-listing

What is the Francophone world comprised of? Who speaks French today and why? What does the idea of *Francophonie* really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the *littérature-monde* manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of *Francophonie* so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (*l'hexagone*), and Haiti among others.

Class Format: seminar

Requirements/Evaluation: presentation, journaling, final project, participation

Prerequisites: RLFR 105 and above, placement exam or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate, Africana and Comp. Lit

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 204 (D1) RLFR 203 (D1) COMP 282 (D1)

Attributes: GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

COMP 283 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Secondary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 286 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: COMP 286 WGSS 275 RLSP 274

Secondary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product. .

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 286 (D1) WGSS 275 (D1) RLSP 274 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

COMP 287 (S) Russian and Soviet Cinema

Cross-listings: COMP 287 RUSS 275

Secondary Cross-listing

In this course, we will survey over a hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well as to the lively body of cinema theory that these reactions generated. Our survey will begin in the pre-Revolutionary era and include representative films from the time of the Bolshevik Revolution, Stalinism and World War II, the Thaw and Stagnation, Glasnost, and the Putin era. In addition to studying films by *auteur* filmmakers, such as Sergei Eisenstein, Andrei Tarkovsky, and Aleksandr Sokurov, we will watch movies made for the masses, which have helped to form Russians' understanding of their country and themselves. All readings will be in English and all films will be viewed with English subtitles

Requirements/Evaluation: completion of all viewing and reading assignments, active participation in class discussions, two short papers, and a final

research project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 287 (D1) RUSS 275 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

COMP 288 (F) The Art of Friendship

Cross-listings: REL 267 COMP 267 COMP 288 CLAS 212

Secondary Cross-listing

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. *All readings are in translation.*

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and a final paper/project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 267 (D1) COMP 267 (D1) COMP 288 (D1) CLAS 212 (D1)

Not offered current academic year

COMP 289 (F) Theorizing Magic

Cross-listings: COMP 289 ANTH 297 REL 297

Secondary Cross-listing

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem—figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will

include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's *Occult Philosophy*, Giordano Bruno's *On Magic*, Aleister Crowley's *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, "Science as Vocation," Tanya Luhmann, *Persuasions of the Witches' Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, "The Demise of the Demarcation Problem," E.E. Evans-Pritchard, *Witchcraft and Oracles*, and *Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: potential Religion or Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 289 (D2) ANTH 297 (D2) REL 297 (D2)

Not offered current academic year

COMP 290 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: COMP 290 ENGL 270 THEA 260

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Class Format: seminar

Requirements/Evaluation: class participation, regular reading responses, three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre and English majors, and prospective majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 290 (D1) ENGL 270 (D1) THEA 260 (D1)

Writing Skills Notes: Four two-page readings response papers; three longer papers rising from 4 to 6+ pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Not offered current academic year

COMP 293 (S) Great Big Books (WS)

Cross-listings: COMP 293 ENGL 233

Secondary Cross-listing

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 293 (D1) ENGL 233 (D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences; occasional in-class discussion of issues of writing and argumentation.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Stephen J. Tiff

COMP 294 (S) Philosophy and Narrative Fiction

Cross-listings: PHIL 294 COMP 294

Secondary Cross-listing

What is it for a novel, a story, a play or a film to be a *philosophical narrative*? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Eco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close

readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 294 (D2) COMP 294 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 296 (S) Chinese Film and Its Significant Others

Cross-listings: COMP 296 CHIN 226

Secondary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the \$527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: attendance and participation, short response papers (1- 2-pages each), one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 296 (D1) CHIN 226 (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 297 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings: CHIN 237 COMP 297

Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at

how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 237 (D1) COMP 297 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 298 (S) Introduction to French and Francophone Film

Cross-listings: COMP 298 RLFR 228

Secondary Cross-listing

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Paly, Peck, and Sissako. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 298 (D1) RLFR 228 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 300 (F) Thinking Diaspora: The Black Atlantic and Beyond

Cross-listings: ENGL 309 AMST 308 WGSS 308 COMP 300

Secondary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to

water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 309 (D1) AMST 308 (D1) WGSS 308 (D2) COMP 300 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

COMP 301 (S) Sublime Confusion: A Survey of Literary and Critical Theory

Cross-listings: COMP 301 ENGL 301

Primary Cross-listing

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 301 (D1) ENGL 301 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

COMP 302 (S) Latino Writing: Literature by U.S. Hispanics

Cross-listings: COMP 302 RLSP 306

Secondary Cross-listing

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri

Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the student and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Class Format: tutorial

Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)

Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor

Enrollment Limit: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 302 (D1) RLSP 306 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

COMP 303 (S) Embodied Archives: Global Theatre and Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Secondary Cross-listing

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how it's been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong'o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Not offered current academic year

COMP 305 (F) Dostoevsky: Navigating Through the Underground

Cross-listings: COMP 305 RUSS 305

Secondary Cross-listing

In this course, students will acquaint themselves with Dostoevsky's oeuvre--from his early masterpieces to his artistic testament, *The Brothers Karamazov*. The key concept through which we will approach Dostoevsky's various writings will be the underground--a powerful metaphor of spiritual decay, angst, resentment, and rebellion against the whole of creation shared by many Dostoevsky characters, from the anonymous protagonist of *Notes from Underground*, to Raskolnikov (*Crime and Punishment*), to all the brothers Karamazov. Inheriting Dostoevsky's own existential doubts, his major characters strive to find an exit from their various "undergrounds," some with and some without success. What are the philosophical, psychological, and artistic foundations of the underground? How does one end up there in Dostoevsky's view? And what is the way out? These are just a few of the questions to be answered as we explore the primary genius of Russian literature. All readings are in English.

Requirements/Evaluation: attendance and participation in discussion, one 1-page writing assignment, two research papers, digital project, final project (paper)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: RUSS and COMP majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 305 (D1) RUSS 305 (D1)

Not offered current academic year

COMP 306 (S) Tolstoy and the Meaning of Life

Cross-listings: RUSS 306 COMP 306

Secondary Cross-listing

This course examines the works of the great Russian writer Lev Tolstoy, whose stories and novels represent a life-long quest to uncover the meaning of life. Readings include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as several shorter works, such as *The Death of Ivan Ilych* and *Hadji Murad*. We will also examine Tolstoy's aesthetic and didactic writing so that we understand precisely how Tolstoy answers life's most troubling questions, as well as what role artistic representation plays in these answers. *All readings will be in English.*

Class Format: some lecturing

Requirements/Evaluation: timely completion of all reading assignments, active class participation, three short papers, and a final research project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 306 (D1) COMP 306 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Julie A. Cassidy

COMP 309 (S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life

Cross-listings: COMP 309 AFR 302

Secondary Cross-listing

Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color-especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light-skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.

Requirements/Evaluation: class participation, response papers, one 6- to 8-page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 309 (D1) AFR 302 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 Cancelled

COMP 310 (S) Theorizing Shakespeare

Cross-listings: COMP 310 THEA 311 ENGL 311 WGSS 311

Secondary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice*, *Hamlet* and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) THEA 311 (D1) ENGL 311 (D1) WGSS 311 (D2)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

COMP 313 (F) Feeling Queer and Asian

Cross-listings: COMP 313 WGSS 316 ASST 316

Secondary Cross-listing

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer

theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 313 (D2) WGSS 316 (D2) ASST 316 (D2)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Vivian L. Huang

COMP 315 (F) Social Construction (DPE)

Cross-listings: SCST 301 COMP 315 REL 301 STS 301 SOC 301 WGSS 302

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

COMP 317 (S) Dante**Cross-listings:** COMP 317 ENGL 304**Secondary Cross-listing**

In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante's other works. All readings will be in translation.

Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam**Enrollment Limit:** 25**Enrollment Preferences:** English majors**Expected Class Size:** 20**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 317 (D1) ENGL 304 (D1)

Attributes: ENGL Literary Histories A**Not offered current academic year****COMP 318 (F) Twentieth-Century French Novel: From Adversity to Modernity****Cross-listings:** COMP 318 RLFR 318**Secondary Cross-listing**

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French.*

Class Format: seminar**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers**Prerequisites:** a 200-level course; or by placement test; or permission of instructor**Enrollment Limit:** 20**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or other Francophone countries) are particularly welcome**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 318 (D1) RLFR 318 (D1)

Not offered current academic year

COMP 319 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: COMP 319 ENGL 317 THEA 317 AFR 317 DANC 317 AMST 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 319 (D2) ENGL 317 (D2) THEA 317 (D1) AFR 317 (D2) DANC 317 (D2) AMST 317 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

COMP 321 (F) Groovin' the Written Word: The Role of Music in African American Literature

Cross-listings: ENGL 314 COMP 321 AFR 314 AMST 314

Secondary Cross-listing

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 314 (D1) COMP 321 (D2) AFR 314 (D2) AMST 314 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

COMP 322 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: AMST 323 COMP 322 ENGL 356 ARTH 223 AFR 323

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Requirements/Evaluation: class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 323 (D2) COMP 322 (D2) ENGL 356 (D2) ARTH 223 (D2) AFR 323 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

COMP 324 (S) The Orientalist Sublime and the Politics of Horror

Cross-listings: COMP 324 ENGL 334

Secondary Cross-listing

Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of *The Arabian Nights* into French in 1707. We will read the *Nights* alongside Edmund Burke's and Immanuel Kant's theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist include Daniel Defoe, Mary Wortley Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Requirements/Evaluation: one 2- to 3-page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 324 (D1) ENGL 334 (D1)

Attributes: ASAM Core Courses ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

COMP 325 (F) American Social Dramas

Cross-listings: AMST 328 SOC 328 COMP 325 THEA 328

Secondary Cross-listing

As Shakespeare wrote memorably in *As You Like It*, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 328 (D2) SOC 328 (D2) COMP 325 (D1) THEA 328 (D2)

Not offered current academic year

COMP 326 (S) Queer Temporalities

Cross-listings: REL 326 LATS 426 COMP 326 WGSS 326

Secondary Cross-listing

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory

(including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: Class attendance, analytical essays, responses, and revised essays. Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 326 (D2) LATS 426 (D2) COMP 326 (D1) WGSS 326 (D2)

Attributes: AMST Space and Place Electives LATS Core Electives

Not offered current academic year

COMP 328 (F) California: Myths, Peoples, Places

Cross-listings: COMP 328 AMST 318 ENVI 318 LATS 318 REL 318

Secondary Cross-listing

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 328 (D1) AMST 318 (D2) ENVI 318 (D2) LATS 318 (D2) REL 318 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

COMP 329 (S) Political Romanticism

Cross-listings: ENGL 322 PSCI 234 COMP 329

Secondary Cross-listing

What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around

the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature, philosophy, and art that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. May include works by Kant, Wordsworth & Coleridge, C. Smith, P.B. Shelley, Géricault, Delacroix, Turner, Hazlitt, Hegel, Marx, C.L.R James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Requirements/Evaluation: two papers, 6 and 8-10 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Lit, German, Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 322 (D1) PSCI 234 (D2) COMP 329 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Walter Johnston

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

COMP 331 (S) The Brothers Karamazov**Cross-listings:** ENGL 371 COMP 331 RUSS 331**Secondary Cross-listing**

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions**Prerequisites:** at least one 200-level literature class**Enrollment Limit:** 10**Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 371 (D1) COMP 331 (D1) RUSS 331 (D1)

Attributes: JLST Interdepartmental Electives**Not offered current academic year****COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)****Cross-listings:** ARAB 331 COMP 332**Secondary Cross-listing**

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

Requirements/Evaluation: active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

COMP 334 (S) Imagining Joseph

Cross-listings: COMP 334 REL 334 ANTH 334 JWST 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 334 (D1) REL 334 (D2) ANTH 334 (D2) JWST 334 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Peter Just

COMP 337 (S) Literature of the American Renaissance

Cross-listings: COMP 337 ENGL 338 AMST 338

Secondary Cross-listing

The 1840s and '50s have often been described as "the American Renaissance" because of the breathtaking explosion of literary achievements in that period, which included *Walden*; *Moby-Dick*; *The Scarlet Letter*; *The Narrative of the Life of Frederick Douglass*; and *Uncle Tom's Cabin*, to say nothing of the short stories of Poe and the groundbreaking poetry of Walt Whitman and Emily Dickinson. For the first time, American writers were broadly the equal or more of their European counterparts. We will explore the distinctive character of this achievement, paying close attention to the widespread belief in the transformational power of language, and the opportunities it offered to refigure both personal and political identity in a time when the American experiment often seemed on the brink of collapse.

Class Format: discussion

Requirements/Evaluation: in addition to active class participation, students will be required to submit two comparative essays (of 8 and 12 pages), and to complete a 24-hour take home final

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: course books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 337 (D1) ENGL 338 (D1) AMST 338 (D2)

Attributes: AMST Arts in Context Electives ENGL 1700-1900 Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

COMP 338 (F) The Culture of Carnival

Cross-listings: THEA 335 COMP 338

Secondary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 335 (D1) COMP 338 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

COMP 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

COMP 340 (S) Literature and Psychoanalysis

Cross-listings: ENGL 363 COMP 340

Primary Cross-listing

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*

Class Format: discussion

Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

Prerequisites: one previous course in either COMP or ENGL, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 363 (D1) COMP 340 (D1)

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

COMP 341 (F) Cinematic Representations of Work and Migration after the Wall

Cross-listings: WGSS 341 COMP 341

Primary Cross-listing

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal*, *Working Man's Death*, *NordSud.com*, *Lichter* (Lights), *Code Unknown*, *The Flower Bridge*, *Occident*, *Since Otar Left*, *Losers and Winners*, *Whore's Glory*, *Le Havre* and *Time Out*.

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: a 200-level ENGL or COMP course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 341 (D2) COMP 341 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 342 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve

to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

COMP 345 (S) Wonderland(s): *Alice* in Translation

Cross-listings: COMP 345 ENGL 365 GBST 345

Primary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?"

The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there is the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamentu, Braille, and Emoji, *Alice* continues to delight children and adults all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, rewriting, faithfulness, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Class Format: some Friday workshops

Requirements/Evaluation: active and substantive class participation; leading discussion; frequent short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 345 (D1) ENGL 365 (D1) GBST 345 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

COMP 346 (S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (DPE)

Cross-listings: COMP 346 ARAB 346

Primary Cross-listing

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Throughout we will read novels and watch films that focus on histories of social movements, post-independence revolutions, indigenous autonomies, dictatorship, and counter-revolutions with the aim to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. A comparative and critical reading of these texts will introduce you to the complex histories of national liberation, state terrorism and democratic imagination in two geographies in the Global South that share similar struggles against Euro-American imperialism. These texts will also familiarize you with an alternative, yet foundational, canon of Arabic, Latin American and Caribbean literatures and cinema, particularly from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Although this course is conceptualized as a South-South comparative reading of revolution and counter-revolution, it does not adhere to strict geographical parallels

between the Arab World, Latin America and the Caribbean. It is mapped, however, according to major critical questions and thematic tropes that inform this topic. For example, how do contemporary Iraqi and Chilean writers and filmmakers write an aesthetic of evil in narratives that investigate the legacy of prolonged dictatorship? How do national novels in Mexico and Palestine depict parallel movements of indigenous resistance and anti-capitalist struggles? What motifs of dystopia are illustrated in narratives about post-revolution civil wars in Argentina and Syria? What histories of popular nationalism and socialism are revealed in feminist memoirs from Egypt and Cuba from the 1960s and 1970s?

Requirements/Evaluation: active class participation, two short papers (3-4 pages), two film reviews (1-page), two critical reflections (1-page), a performance, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 346 (D1) ARAB 346 (D1)

Difference, Power, and Equity Notes: This course will explore difference, power, and equality through a comparative reading of narratives of dissent and revolt. The novels examines the effects of class, race, ethnicity, gender and sexuality on social and economic inequalities that ultimately have mobilized revolutions in the Arab world, Latin America, and the Caribbean since the 1960s. Reading narratives of socialist revolutions from the Global South, students will hone skills to address global injustices and neoliberalism.

Not offered current academic year

COMP 347 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE)

Cross-listings: COMP 347 GERM 331

Secondary Cross-listing

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of *The Sound of Music*, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series *The Archives of Silence*, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Requirements/Evaluation: five 5-page papers, one revision, discussion

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 347 (D1) GERM 331 (D1)

Difference, Power, and Equity Notes: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Not offered current academic year

COMP 348 (F) Graphic Narratives as Democratic Ideals

Cross-listings: LATS 348 AMST 348 COMP 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vález (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: workshop

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 348 (D2) AMST 348 (D2) COMP 348 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

COMP 349 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Cross-listings: COMP 349 SOC 350 REL 350

Secondary Cross-listing

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"--the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 349 (D2) SOC 350 (D2) REL 350 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

COMP 351 (S) Friedrich Nietzsche: Philosophizing with a Hammer

Cross-listings: REL 354 COMP 351

Secondary Cross-listing

In one of his last major writings, *Twilight of the Idols (Götzen-Dämmerung, 1889)*, Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed idols you will ever find...And also the most hollow." To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the *Übermensch*, and the split between Dionysian/Apollonian modes of thought.

Requirements/Evaluation: class participation, weekly responses, 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: in-depth seminar on a difficult philosopher who we'll be reading closely

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 354 (D2) COMP 351 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

COMP 352 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced

the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

COMP 353 (F) Anticolonial Avant Gardes: Literature, Film, Theory

Cross-listings: COMP 353 ENGL 352

Secondary Cross-listing

Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naïve arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers, artists, and filmmakers like Jean Toomer, G.V. Desani, Amos Tutuola, Émile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Antjie Krog will help us locate and consider the explosive diversity of a broader avant garde's experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine how power and resistance inflected the avant grade strains of modernist expression.

Requirements/Evaluation: class participation; one short 2- to 3-page provocation paper to be revised into a formal 5- to 6-page essay; presentation; final 10- to 12-page research paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 353 (D1) ENGL 352 (D1)

Not offered current academic year

COMP 354 (F) The Literary Afterlife

Cross-listings: COMP 354 ENGL 319

Secondary Cross-listing

What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions--to cheat death, to make a lasting contribution to human culture--but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 354 (D1) ENGL 319 (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

COMP 355 (S) Contemporary Theatre and Performance

Cross-listings: COMP 355 ENGL 349 THEA 345

Secondary Cross-listing

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

Requirements/Evaluation: written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors; Comparative Literature or English majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 355 (D1) ENGL 349 (D1) THEA 345 (D1)

Not offered current academic year

COMP 356 (S) The Myth of Venice and its Modern Aftermath

Cross-listings: ENGL 358 GBST 356 COMP 356

Primary Cross-listing

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and *Death in Venice* and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 358 (D1) GBST 356 (D2) COMP 356 (D1)

Not offered current academic year

COMP 357 (F) Tell Even Us: Writing Memory, Trauma, Self (DPE)

Cross-listings: ENGL 300 AMST 300 COMP 357

Secondary Cross-listing

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped*(Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 300 (D2) AMST 300 (D2) COMP 357 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives

Not offered current academic year

COMP 358 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE)

Cross-listings: COMP 358 THEA 332 ENGL 332

Secondary Cross-listing

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 358 (D1) THEA 332 (D1) ENGL 332 (D1)

Difference, Power, and Equity Notes: This course approaches questions of ownership, race, and power both critically and creatively.

Not offered current academic year

COMP 360 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present

Cross-listings: THEA 336 ENGL 364 COMP 360

Secondary Cross-listing

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

Requirements/Evaluation: 18+ pages of writing, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 336 (D1) ENGL 364 (D1) COMP 360 (D1)

Not offered current academic year

COMP 362 (F) Story, Self, and Society

Cross-listings: COMP 362 SOC 362

Secondary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"-that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir that we will select collectively. The course will conclude with a final seminar meeting during which each student will tell a story of their own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 362 (D1) SOC 362 (D2)

Not offered current academic year

COMP 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on

each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

COMP 364 (S) Aestheticism & Decadence

Cross-listings: COMP 364 ENGL 344

Secondary Cross-listing

"Fin de Siècle": Despair over a seemingly perilous decline in moral standards, scandalous forms of art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. The terms themselves are elusive; so, much of our work will entail tracing out the multiple and often contradictory uses of them. Do they designate a distinct cultural and historical moment, a loose set of writers and artists, a set of thematic preoccupations? Or, might we better understand aestheticism and decadence as a style of writing, or even of the self--one we are as likely to find in 21st-century New York as 19th-century London? We'll read writers such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; as well as Sherlock Holmes, who pursued something like "detection for detection's sake". Our reading will range across novels, plays, poetry, essays, and works that seem to exceed or fall short of those genres, all in the period that gave us both science fiction and the detective story. We'll be especially interested in attempts to rethink traditional social bonds in works that value solitude over sociality, the transient encounter over the enduring relationship, new forms of affective communities, and to think about how literary form might relate to those efforts. Along with fiction, essays, and drama, we'll explore their interrelation with the broad and compelling range of visual art produced in this period. Likely authors include: Huysmans, Wilde, H.G. Wells, Darwin, Conan Doyle, RL Stevenson, Kipling, Edith Wharton.

Requirements/Evaluation: two papers (one shorter, one longer), a series of shorter response papers, regular and substantial contributions to class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 364 (D1) ENGL 344 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

COMP 365 (F) Beckett, Pinter and Stoppard

Cross-listings: ENGL 365 ENGL 306 COMP 365 THEA 365

Secondary Cross-listing

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio,

television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: *Endgame*, *The Caretaker*, *Rosenkrantz and Guildenstern are Dead*, *Krapp's Last Tape*, *The Homecoming*, *No Man's Land*, *Betrayal*, *Waiting for Godot*, *Dogg's Hamlet*, *The Invention of Love*, *Arcadia*, *Rock 'n' Roll*, *Not I*, *Rockaby*, *A Kind of Alaska*, *Catastrophe*, *The Real Thing*, *Indian Ink*, *Artist Descending a Staircase* and *One for the Road*. Throughout, we will give consideration to these works as both literary and theatrical texts.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 365 (D1) ENGL 306 (D1) COMP 365 (D1) THEA 365 (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

COMP 366 (F) Joyce, Woolf, and Proust

Cross-listings: COMP 366 ENGL 325

Secondary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these path breaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 366 (D1) ENGL 325 (D1)

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Stephen J. Tiff

COMP 367 (F) The Diasporic Impulse in African American Art

Cross-listings: COMP 367 AFR 368

Secondary Cross-listing

Since the mid-20th century, growing numbers of African American artists have explored historical, symbolic, and ritual meanings shared by Blacks in the USA and people of African descent in other parts of the diaspora. Using specific visual, musical, literary, and kinetic themes, Black

creatives--across genres--develop work that addresses explicit and implicit points of diasporic connection around issues of identity, indigenous/ancestral wisdom, cultural and political critique, and alternative religious orientations. Looking especially at the work of playwright August Wilson, painters John Biggers and Daniel Minter, dancer Katherine Dunham, and sculptor Elizabeth Catlett Mora, this course examines the symbolic and ritual vocabularies of African American art in diasporic perspective.

Requirements/Evaluation: class participation, two to three short papers (5-7 pages), and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 367 (D2) AFR 368 (D2)

Not offered current academic year

COMP 368 (F) Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368 WGSS 368 ARAB 368

Secondary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolises. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 368 (D1) WGSS 368 (D2) ARAB 368 (D1)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South

Cross-listings: GBST 369 COMP 369 HIST 306 ARAB 369

Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5- to 7-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D1) COMP 369 (D1) HIST 306 (D2) ARAB 369 (D1)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

COMP 373 (S) Romantic Moods

Cross-listings: COMP 373 ENGL 323

Secondary Cross-listing

Romanticism is often associated with the celebration of emotion over reason, passion over cold calculation. In fact, for the Romantics, the opposition between reason and emotion made little sense, since they were interested in how moods conditioned all human capabilities, including reasoning, from the ground up. In today's age of mood-altering medications and technologies, like the smartphone and social media, we still have much to learn from Romanticism's appreciation of the importance of mood. This seminar will examine the social, political, historical, and ecological implications of mood through readings of key works of literature, art, and philosophy from the Romantic period together with some 20th and 21st century works that extend the Romantic preoccupation with mood to the present day. Authors may include Burton, Kant, Coleridge, Wordsworth, Blake, Keats, de Quincy, Schopenhauer, Freud, Arendt, Benjamin, Heidegger, Derrida, and Ngai.

Requirements/Evaluation: two papers, one 6 pages and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 373 (D1) ENGL 323 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

COMP 374 The Exemplary Fiction of Miguel de Cervantes

Miguel de Cervantes (1547-1616) is considered by some to be the father of the modern novel, and known worldwide for authorship of Don Quijote. This course will offer students the opportunity to read another body of work by Cervantes: his collection of short prose works collectively titled Las novelas ejemplares. Attention will be given to the structure and design of the tales, the socio-political and literary context that shaped them, and the often unsettling implications of Cervantes' approach to themes such as honor, social and moral presuppositions, marriage, adultery, and the place of representation in art and life.

Requirements/Evaluation: active and meaningful participation; three short assignments

Prerequisites: any RLSP 200 taken at Williams, results of the Williams College Placement Test, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 25

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

COMP 380 (F) Literary and Critical Theory in the Twentieth Century

Cross-listings: COMP 380 ENGL 370

Primary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: at least one previous literature or theory course

Enrollment Limit: 15

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 380 (D1) ENGL 370 (D1)

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

COMP 382 (S) Transnational Asian/American Film and Video

Cross-listings: COMP 382 AMST 382

Secondary Cross-listing

In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

Requirements/Evaluation: attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 382 (D2) AMST 382 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Anthony Y. Kim

COMP 386 (S) Fiction of Beckett and Sebald**Cross-listings:** COMP 386 ENGL 386**Secondary Cross-listing**

This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination as fragile means of enduring privation. Yet material so sobering and often bleak has rarely been rendered so absorbingly, or with such unorthodox forms of beauty. Their methods for reinventing fiction differ. Beckett increasingly strips his fiction of details of time, place, and even event, and ultimately struggles to free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more chromatic prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, *Molloy*, *Malone Dies*, and *The Unnamable*; Sebald's major works of fiction, *Vertigo*, *The Emigrants*, *The Rings of Saturn*, and *Austerlitz*; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and Thomas Bernhard.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam**Enrollment Limit:** 20**Enrollment Preferences:** English majors, Comparative Literature majors**Expected Class Size:** 15**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 386 (D1) ENGL 386 (D1)

Attributes: ENGL Literary Histories C**Not offered current academic year****COMP 387 (S) Big Game: Adventure, Empire, Ecology (DPE)****Cross-listings:** COMP 387 ENVI 347 ENGL 347**Secondary Cross-listing**

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project**Prerequisites:** one lower-division literature or related course**Enrollment Limit:** 25**Enrollment Preferences:** students with related course experience**Expected Class Size:** 25**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

COMP 392 (F) Wonder

Cross-listings: COMP 392 ENGL 392

Secondary Cross-listing

We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical or philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.

Requirements/Evaluation: three papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 392 (D1) ENGL 392 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

COMP 395 (F) Signs of History

Cross-listings: HIST 395 COMP 395 ENGL 395

Secondary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, History and German majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 395 (D1) COMP 395 (D1) ENGL 395 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Walter Johnston

COMP 397 (F) Independent Study: Comparative Literature

Comparative Literature 300-level independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Christopher M. B. Nugent

COMP 398 (S) Independent Study: Comparative Literature

Comparative Literature 300-level independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Christopher M. B. Nugent

COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Primary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druex

COMP 404 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance

Cross-listings: THEA 416 COMP 404 WGSS 416 ARTH 416

Secondary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

Requirements/Evaluation: in-class discussion, partner presentation, weekly reading responses, final project

Prerequisites: WGSS 101

Enrollment Limit: 15

Enrollment Preferences: WGSS majors, students with previous performance studies coursework

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 416 (D1) COMP 404 (D2) WGSS 416 (D2) ARTH 416 (D2)

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Vivian L. Huang

COMP 406 (S) The Historical Novel

Cross-listings: COMP 406 ENGL 402

Secondary Cross-listing

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

Requirements/Evaluation: class discussion and a 20-page final paper

Prerequisites: a 100-level English course and a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 406 (D1) ENGL 402 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

COMP 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Secondary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

COMP 408 (F) Modernism in Brazil (DPE)

Cross-listings: ARTH 408 COMP 408

Secondary Cross-listing

"Modernism" in art: when we think about it, we may not readily think of Brazil. But Brazil was in fact a vibrant battleground of ideas around what it was to be innovative, modern, and avant-garde. Between 1920 and 1945, artists, poets, and critics in the metropolises of São Paulo and Rio de Janeiro actively debated on the creation, and potential, of a uniquely Brazilian modernist aesthetic that would stand on par with the European avant-gardes.

But what did "Brazilianness" mean to these intellectuals? What role did gender and race relations--indigeneity in particular--play in the construction of this aesthetic? How did the necessities and demands of the national context shape these modernist practices? This seminar will take a deep dive in this fascinatingly contradictory moment in Brazil, a chapter that would become a fundamental reference to Brazilian artists in the 1960s and even to this day. In addition to detailed analyses of artworks, we will read manifestos, novels, and criticism from this period, and the most up to date secondary interpretive texts.

Requirements/Evaluation: participation, short presentations, four 2-page writing assignments, final 12-page research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 408 (D1) COMP 408 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through textual, visual, and historical analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Brazilian modernism in Western art history. The course also centers on contextualizing the artistic practices of Brazilian modernism and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, and revolutionary politics.

Not offered current academic year

COMP 410 (F) Black Literary and Cultural Theories

Cross-listings: ENGL 410 AFR 410 AFR 354 COMP 410 AMST 410

Secondary Cross-listing

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar

Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 410 (D2) AFR 410 (D2) AFR 354 (D2) COMP 410 (D1) AMST 410 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: RLFR 414 COMP 414

Secondary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Fédid Boughédid, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

COMP 416 (S) Postcolonial Theory and the World Literature Debates (DPE)

Cross-listings: COMP 416 ENGL 416

Secondary Cross-listing

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Requirements/Evaluation: two to three papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: Theory course

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 416 (D1) ENGL 416 (D1)

Difference, Power, and Equity Notes: This course will consider literary canonicity and postcolonial theory's challenges through an examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse.

Not offered current academic year

COMP 421 (F) Fanaticism

Cross-listings: ENGL 421 COMP 421

Secondary Cross-listing

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

Requirements/Evaluation: two shorter or one long paper(s), approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: junior and senior English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 421 (D1) COMP 421 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky

COMP 422 (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia

Cross-listings: REL 422 COMP 422 ARTH 422

Secondary Cross-listing

How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Requirements/Evaluation: class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 422 (D2) COMP 422 (D1) ARTH 422 (D1)

Not offered current academic year

COMP 456 (F) Topics in Critical Theory: Hegel and the Dialectic

Cross-listings: COMP 456 ENGL 456

Secondary Cross-listing

This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.

Requirements/Evaluation: seminar paper of 25 pages; informal weekly writing; class participation

Prerequisites: prior coursework in critical theory or continental philosophy is recommended but not necessary, no prior coursework in English is required

Enrollment Limit: 15

Enrollment Preferences: seniors with background in critical theory

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 456 (D1) ENGL 456 (D1)

Attributes: ENGL Criticism Courses PHIL Related Courses

Not offered current academic year

COMP 483 (S) Representing History

Cross-listings: ENGL 483 COMP 483

Secondary Cross-listing

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's *October*, Reifentahl's *The Blue Light*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*.

Class Format: discussion

Requirements/Evaluation: two shorter or one longer paper/s, approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: junior and senior English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 483 (D1) COMP 483 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Anita R. Sokolsky

COMP 493 (F) Senior Thesis: Comparative Literature

Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Christopher M. B. Nugent

COMP 494 (S) Senior Thesis: Comparative Literature

Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Christopher M. B. Nugent

COMP 497 (F) Independent Study: Comparative Literature

Comparative Literature 400-level independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Christopher M. B. Nugent

COMP 498 (S) Independent Study: Comparative Literature

Comparative Literature 400-level independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Christopher M. B. Nugent

Winter Study -----

COMP 11 (W) Looking at Contemporary Documentary Photography

Cross-listings: ARTH 11 GERM 11 COMP 11

Secondary Cross-listing

This course explores the evolution of modern documentary photography. We will start with a look back to the work of Lewis Hine, August Sander, Dorothea Lange, Walker Evan and the Magnum Agency photographers. We will then jump to mid 20th century work of Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Vivian Maier, Bruce Davidson, Lee Freidlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, Ron Haviv and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq and Syria they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be covered through the work of Bill Burke, Larry Clark, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, Richard Misrach, Joel Sternfeld, Birney Imes, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk. Our last classes will be an exploration of social media and the proliferation of diverse voices emerging in documentary photography. The class will meet three mornings a week for two hours. Slide presentations will occupy half of the first meetings and give way to discussion of issues in documentary photography. Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course. Students will be evaluated on their classroom presentation, general participation and their written work. A field trip to New York will let us see first hand works from the collections at MoMA, etc. Adjunct Instructor Bio: Kevin Bubriski's fine art photographs are in the permanent collections of the Museum of Modern Art, Metropolitan Museum of Art, San Francisco Museum of Modern Art, and Bibliotheque Nationale, Paris. Kevin has received Guggenheim, Fulbright and NEA fellowships. Bubriski has published eleven books of photography including *Nepal 1975-2011* published by Peabody Museum Press of Harvard University in 2014 and *Legacy in Stone: Syria Before War* in 2019 with powerhouse Books in New York.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$74 and approximately \$28 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 11 GERM 11 COMP 11

Winter 2020

LEC Section: 01 Cancelled

COMP 31 (W) Senior Thesis: Comparative Literature

To be taken by students registered for Comparative Literature 493-494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Christopher M. B. Nugent

COMP 99 (W) Independent Study: Comparative Literature

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Christopher M. B. Nugent

COMPUTER SCIENCE (Div III)

Chair: Professor Jeannie Albrecht

- Jeannie R Albrecht, Chair and Professor of Computer Science
- Duane A. Bailey, Professor of Computer Science; on leave 2019-2020
- Daniel W. Barowy, Assistant Professor of Computer Science
- Andrea Danyluk, Mary A and William Wirt Warren Professor of Computer Science; on leave Fall 2019
- Stephen N. Freund, Professor of Computer Science
- Iris Howley, Assistant Professor of Computer Science
- Bill K. Jannen, Assistant Professor of Computer Science
- William J. Lenhart, A. Barton Hepburn Professor of Computer Science; on leave Spring 2020
- Samuel McCauley, Assistant Professor of Computer Science
- Thomas P. Murtagh, John B. McCoy and John T. McCoy Professor of Computer Science
- Kelly A. Shaw, Associate Professor of Computer Science
- Shikha Singh, Assistant Professor of Computer Science
- Aaron M. Williams, Assistant Professor of Computer Science

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, human computer interaction, distributed systems, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses

Computer Science 134 Introduction to Computer Science

Core Courses

Computer Science 237 Computer Organization

Computer Science 256 Algorithm Design and Analysis

Computer Science 334 Principles of Programming Languages

Computer Science 361 Theory of Computation

Elective Courses

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics

Any Mathematics or Statistics course at the 200-level or higher except for MATH 200

Required Proficiency in Discrete Mathematics

Students must demonstrate proficiency in discrete mathematics by either passing the departmental Discrete Mathematics Proficiency Exam or by earning a grade of C- or better in MATH 200. This requirement must be met by the end of the sophomore year.

The Discrete Mathematics Proficiency Exam may be taken at most twice and cannot be taken beyond the sophomore year. The exam may not be used to fulfill the requirement for a student who has taken the course pass/fail or who has received a letter grade below C- in Math 200.

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that the Discrete Mathematics Proficiency requirement is a prerequisite for many advanced courses.

Students who take Computer Science 102T, 103, 107, or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (Computational Graphics) if they want elective credit. Computer Science 102T, 103, 107, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must have completed at least two Computer Science courses, including Computer Science 136, as well as fulfilled the Discrete Mathematics Proficiency Requirement by the end of the sophomore year. A Mathematics course at the 200-level or higher (except for MATH 200) must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

All computer science majors must attend at least twenty Computer Science Colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus. Prospective majors in their first and second years are also encouraged to attend.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

LABORATORY FACILITIES

The Computer Science Department maintains four departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All

honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES

The department offers a choice of five introductory courses; Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, 107 Creating Games, 109 The Art and Science of Computer Graphics, and 134 Introduction to Computer Science.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136, are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, 107 Creating Games, or 109 The Art and Science of Computer Graphics.

Students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

COMPUTER SCIENCE 134

Introduction to Computer Science covers fundamental concepts in the design, implementation and testing of computer programs including loops, conditionals, functions, elementary data types and recursion. There is a strong focus on constructing correct, understandable and efficient programs in a structured language such as Java or Python.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department or the departmental study away advisor. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings and assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Typically no more than two CSCI courses and one Math course.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Many CSCI electives are not taught every year. Students should develop a plan to complete all major requirements and discuss them with the department prior to going abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then

learned they wouldn't:

Students must have courses pre-approved prior to going abroad to ensure they meet the curricular goals and standards of the department.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the AP Computer Science A exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java or Python.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses in addition to the Discrete Mathematics Proficiency requirement.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

GENERAL REMARKS**Divisional Requirements**

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 102T, 103, 107, 109, 315, 319, 326, 331, 333, 336T, 337T, 338, 339, 343, 356T, 358, 371, 372, 373, 374T, 375, 376, 432, and 434T are each usually offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available at <http://www.cs.williams.edu/>.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail (with the exception of tutorials), though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

CSCI 102 (F) The Socio-Techno Web (QFR)

This course introduces many fundamental concepts in computer science by examining the social aspects of computing. As more and more people use the technologies and services available via the Internet, online environments like Facebook, Amazon, Google, Twitter, and blogs are flourishing. However, several of the problems related to security, privacy, and trust that exist in the real world transfer and become amplified in the virtual world created by the ubiquity and pervasiveness of the Internet. In this course, we will investigate how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. Topics include the structure of the Social Web and networks in general; issues such as virtual identity, personal and group privacy, trust evaluation and propagation, and online security; and the technology, economics, and politics of Web information and online communities. No background in computer science or programming is required or expected.

Class Format: groups of three or four

Requirements/Evaluation: tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 103 (F) Electronic Textiles (QFR)

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

Class Format: interspersed with hands-on activities in a computer lab

Requirements/Evaluation: weekly homework assignments and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have not previously taken a CSCI course

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: a fee of \$85 will be added to term bill to cover LilyPad Arduino components (Protosnap Plus Kit, battery holders switched and not-switched, sets of LEDs, temperature sensor, vibrate board, tri-color LED), alligator test leads, and fabric scissors

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

CSCI 107 (S) Creating Games (QFR)

Cross-listings: ARTS 107 CSCI 107

Primary Cross-listing

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio

Requirements/Evaluation: participation, studio work, and quizzes

Prerequisites: none; no programming or game experience is assumed

Enrollment Limit: 24

Enrollment Preferences: first-year students

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major

Materials/Lab Fee: \$25 lab fee charged to term bill

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 107 (D3) CSCI 107 (D3)

Attributes: FMST Core Courses

Not offered current academic year

CSCI 109 (F) The Art and Science of Computer Graphics (QFR)

This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on progress in project work and two examinations

Prerequisites: this course is not open to students who have successfully completed a CSCI course numbered 136 or above

Enrollment Limit: 36

Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course

Expected Class Size: 36

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: FMST Related Courses

Not offered current academic year

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different

offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 90(18/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas P. Murtagh, Jeannie R Albrecht

LEC Section: 02 Cancelled

LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht, Thomas P. Murtagh

LAB Section: 04 M 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 05 M 7:00 pm - 10:00 pm Thomas P. Murtagh

LAB Section: 06 T 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 07 M 1:00 pm - 4:00 pm Jeannie R Albrecht

LAB Section: 08 T 1:00 pm - 4:00 pm Jeannie R Albrecht

Spring 2020

LEC Section: 01 Cancelled

LEC Section: 02 MWF 9:00 am - 9:50 am Shikha Singh

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LAB Section: 05 M 2:30 pm - 4:00 pm Iris Howley

LAB Section: 06 Cancelled

LAB Section: 07 Cancelled

LAB Section: 08 T 1:00 pm - 2:30 pm Shikha Singh

LAB Section: 09 T 2:30 pm - 4:00 pm Shikha Singh

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming assignments, homework and/or examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60(15/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am William J. Lenhart

LEC Section: 02 MWF 10:00 am - 10:50 am Samuel McCauley

LAB Section: 03 W 12:00 pm - 2:00 pm William J. Lenhart

LAB Section: 04 W 2:00 pm - 4:00 pm William J. Lenhart

LAB Section: 05 W 12:00 pm - 2:00 pm Samuel McCauley

LAB Section: 06 W 2:00 pm - 4:00 pm Samuel McCauley

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Daniel W. Barowy

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

LAB Section: 03 W 12:00 pm - 2:00 pm Daniel W. Barowy

LAB Section: 04 W 2:00 pm - 4:00 pm Daniel W. Barowy

LAB Section: 05 W 12:00 pm - 2:00 pm Bill K. Jannen

LAB Section: 06 W 2:00 pm - 4:00 pm Bill K. Jannen

CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Requirements/Evaluation: projects, and one or more exams

Prerequisites: CSCI 134, or both experience in programming and permission of instructor

Enrollment Limit: 12 per lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 12 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Bill K. Jannen

LEC Section: 02 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 03 W 1:00 pm - 2:25 pm Bill K. Jannen

LAB Section: 04 W 2:35 pm - 4:00 pm Bill K. Jannen

LAB Section: 05 T 1:00 pm - 2:25 pm Kelly A. Shaw

LAB Section: 06 T 2:35 pm - 4:00 pm Kelly A. Shaw

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:25 pm Kelly A. Shaw

LAB Section: 03 R 2:35 pm - 4:00 pm Kelly A. Shaw

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: problem sets and programming assignments, and midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Shikha Singh

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Shikha Singh

LEC Section: 02 MWF 12:00 pm - 12:50 pm Aaron M. Williams

CSCI 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 02 Cancelled

CSCI 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 CSCI 319 MATH 319 PHYS 319 CHEM 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319 (D3) CSCI 319 (D3) MATH 319 (D3) PHYS 319 (D3) CHEM 319 (D3)

Attributes: BIGP Core Courses BIMO Interdepartmental Electives

Not offered current academic year

CSCI 326 (S) Software Methods (QFR)

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Requirements/Evaluation: homework, programming assignments, group work, presentations, exams

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

LAB Section: 02 R 1:10 pm - 2:25 pm Stephen N. Freund

CSCI 331 (F) Introduction to Computer Security (QFR)

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one's own software and to practice defensive design. Hands-on experience writing C/C++ code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security "arms race."

Requirements/Evaluation: assignments, midterm exam, and final exam

Prerequisites: CSCI 136 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: upper-level students

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Daniel W. Barowy

CSCI 333 (S) Storage Systems (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations

Prerequisites: CSCI 136; CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current Computer Science majors, students with research experience or interest

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bill K. Jannen

CSCI 334 (F)(S) Principles of Programming Languages (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Daniel W. Barowy

CSCI 336 (F) Computer Networks (QFR)

This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying theme is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WiFi.

Class Format: groups of three or four

Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations

Prerequisites: CSCI 136 and 237

Enrollment Limit: 18

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 337 (S) Digital Design and Modern Architecture (QFR)

This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALUs. Final group projects will develop custom logic demonstrating concepts learned in course meetings.

Class Format: groups of three or four

Requirements/Evaluation: microprocessor design projects, participation in tutorial meetings, and examinations

Prerequisites: CSCI 237

Enrollment Limit: 18

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 338 (F) Parallel Processing (QFR)

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Kelly A. Shaw

CSCI 339 (S) Distributed Systems (QFR)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Requirements/Evaluation: homework assignments, programming projects, and exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

CSCI 343 (F) Application Development with Functional Programming (QFR)

This course will enrich the participants on how functional programming can reduce unintended complexity and create code bases that are simpler to maintain and reason about. Functional programming is a paradigm, which focuses on values and pure functions rather than mutable objects and imperative statements. Since good code design is intersubjective, we need to be open-minded and continuously reflect upon the decisions we make. Together we will reflect on the design choices made and the dilemmas that will arise. We will learn that there are often multiple solutions, each often having their benefits and drawbacks. By gaining experience, we will acquire empirical knowledge, intuition and sensors for avoiding unintended complexity, creating appropriate abstractions and a sustainable code base. Class will consist of a lot of live coding, code-reviews and a dialog on how we can improve our architectural design and knowledge. Topics include code quality, readability, maintainability, collaboration, version control system (git), global state, dependencies, pure functions, persistent data structures, data consistency, single source of truth (SSOT), reactive programming, web development, functional programming and comparison with object oriented programming, designing for testability, documentation, state management, atomic updates, concurrency, dynamic types, DSLs, lisp and REPL. The concepts are not limited to a specific programming language. We will use Clojure and ClojureScript to realize the ideas in the specific project. Hence, also rigorous abilities in lisp, repl workflow and Clojure/ClojureScript will be an outcome of the course. For each week there will be a video talk from programming conferences that will serve as inspiration and give us the opportunity to reflect. The videos will be posted when the course starts.

Requirements/Evaluation: a semester-long programming project, and midterm and final presentations

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will involve a programming project that emphasizes quantitative/formal reasoning skills.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Tomas Ekholm

CSCI 356 (F) Advanced Algorithms (QFR)

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

Class Format: this class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

Prerequisites: CSCI 256; CSCI 361 is recommended but not required

Enrollment Limit: 10

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 TBA William J. Lenhart

CSCI 358 (S) Applied Algorithms (QFR)

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation: a course-long project and written final exam, in addition to shorter programming assignments and problem sets

Prerequisites: CSCI 256 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2020

CSCI 361 (F)(S) Theory of Computation (QFR)

Cross-listings: CSCI 361 MATH 361

Primary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: problem sets, a midterm examination, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 361 (D3) MATH 361 (D3)

Attributes: COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Aaron M. Williams

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

CSCI 371 (F) Computational Graphics (QFR)

PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model.

Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments cumulate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

Class Format: lecture, with optics laboratory exercises

Requirements/Evaluation: evaluation based on assignments, projects, and exams

Prerequisites: CSCI 136 and CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: FMST Core Courses

Not offered current academic year

CSCI 373 (S) Artificial Intelligence (QFR)

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Uncertainty and probabilistic reasoning, Bayesian networks, and Automated Learning.

Requirements/Evaluation: several programming projects in the first half of the semester and a larger project spanning most of the second half of the semester; reading responses and discussion; midterm examination

Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives

Not offered current academic year

CSCI 374 (S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives

Spring 2020

TUT Section: T1 Cancelled

CSCI 375 (F) Natural Language Processing (QFR)

Natural language processing is a branch of computer science that studies methods for analyzing and generating written or spoken human language. It is a rapidly developing field that has given rise to many useful applications including search engines, speech recognizers, and automated personal assistants. Potential topics include information retrieval, information extraction, question answering, and language models.

Requirements/Evaluation: exams, problem sets, and programming projects

Prerequisites: CSCI 136 and (CSCI 256 or permission of instructor)

Enrollment Limit: 24

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 376 (F) Human-Computer Interaction

Cross-listings: CSCI 376 STS 376

Primary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams

Prerequisites: CSCI 136

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 376 (D3) STS 376 (D2)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Iris Howley

CSCI 397 (F) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Jeannie R Albrecht

CSCI 398 (S) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Jeannie R Albrecht

CSCI 432 (S) Operating Systems (QFR)

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

Requirements/Evaluation: several implementation projects that will include significant programming, as well as written homework and exams

Prerequisites: CSCI 237 and either CSCI 256 or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 434 (S) Compiler Design (QFR)

This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. Students will construct a full compiler for a simple object-oriented language.

Class Format: groups of three or four

Requirements/Evaluation: presentations, problem sets, a substantial implementation project, and two exams

Prerequisites: CSCI 237 and 256 CSCI 334 is recommended, but not required

Enrollment Limit: 10

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

CSCI 493 (F) Research in Computer Science

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

Requirements/Evaluation: class participation, presentations, and the final written report

Enrollment Preferences: open to senior Computer Science majors with permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course (along with CSCI 31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Jeannie R Albrecht

HON Section: 09 TBA Iris Howley

CSCI 494 (S) Senior Thesis: Computer Science

Computer Science thesis; this is part of a full-year thesis (493-494).

Requirements/Evaluation: class participation, presentations, and the final written report

Prerequisites: CSCI 493

Enrollment Preferences: open to senior Computer Science majors with permission of instructor

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Jeannie R Albrecht

CSCI 497 (F) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Jeannie R Albrecht

CSCI 498 (S) Independent Reading: Computer Science

Directed independent reading in Computer Science.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Jeannie R Albrecht

Winter Study -----

CSCI 10 (W) C, Unix and Software Tools

This course serves as a guided introduction to the Unix operating system and the C programming language. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a broader variety of computer systems and programming languages. Students in this course will work on Unix workstations, available in the Department's laboratory. By the end of the course, students will have developed proficiency with Unix and the C programming language. The exact topics to be covered may vary depending upon the needs and desires of the students.

Requirements/Evaluation: completion of labs and assignments

Prerequisites: CSCI 134 (or equivalent programming experience)

Enrollment Limit: 15

Enrollment Preferences: preference will be given to students who have not yet completed a CSCI course at the 300 level or above

Grading: pass/fail only

Materials/Lab Fee: cost of texts

Winter 2020

LEC Section: 01 TWR 10:00 am - 12:50 pm Lida P. Doret

CSCI 11 (W) Video Game Appreciation (1972-1992)

Many video games from the 1970s and 1980s are still enjoyable today. However, most classics cannot be fully [appreciated] without proper historical context. For example, [Pong] (Atari, 1972) is trivial when played with modern gamepads but is very challenging with paddle controllers; [Missile

Command] (Atari, 1980) fills with tension when its political backdrop is considered; [Pac-Man] (Namco, 1980) is a nimble orchestration when the AI governing each ghost is understood; [Super Mario Bros.] (Nintendo, 1985) is revolutionary only after playing previous platformers; [Mortal Kombat] (Midway, 1992) is only controversial when compared to previous fighting games. Students will immerse themselves in the first 20 years of commercial video game history through instruction, game play, and game development. We will meet three times a week for 2 hour lectures on digital art, music, culture, technology, business, law, and the people behind developments in these areas. The classes are augmented twice a week by 60-minute sessions in the new Williams College video game lab. Throughout the course, special emphasis will be placed on the constraints that shaped the design of classic video games. At the end of the term students demonstrate their newfound knowledge by developing a retro-inspired video game. Enrollment preference will be given to students who have completed CSCI 134 or have a skill related to video game development (e.g. programming, playtesting, level design, storytelling, pixel art, sound engineering. etc.)

Requirements/Evaluation: video game

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: students who have completed CSCI 134 or can demonstrate a skill related to video game development

Grading: pass/fail only

Materials/Lab Fee: \$30 for software licenses and routine equipment maintenance of the video game lab

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Aaron M. Williams

CSCI 12 (W) Geometry in Stained Glass

Geometry allows us to observe mathematical objects from different viewpoints. It may be approached both visually and algebraically. Building geometric structures in the real world allows us to view them from different angles and sometimes, gain new insights. In this class students will work together to design and build a pentagonal tiling in stained glass. There are only fifteen types of convex pentagons that can tile a two-dimensional surface, and the secret behind their assembly lies in the relationship between edges and angles. We will use Euclidian geometry, drafting by hand using only straightedge and compass, to figure out angles and dimensions. Students will then learn how to cut precise shapes in colored glass, wrap them in copper and solder together into a stained glass window. Students will also work individually or in small groups on projects of their own choosing. These may be two- or three-dimensional geometric figures, including those on non-Euclidian surfaces. In past years a student of organic chemistry modeled cyclohexane and a physics major, the spectral emissions of a star. In 2018 the class built a mirrored glass quasicrystal. Students interested in mathematical tiling patterns, networks, cellular or molecular assembly, crystallography, or simply curious about geometry would be welcome in this class. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up the exhibition and tidying the lab at the end of Winter Study. *Please note: we will not be painting images on glass.* Adjunct Instructor Bio: Debora Coombs has an MFA from the Royal College of Art in London, England. Her stained glass work is commissioned and exhibited internationally. Debora's interest in tiling patterns and mathematical projection led to a collaboration with Williams Professor of Computer Science Duane Bailey. Their sculptures are currently on exhibit in the SCHOW science library.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none, however, self-motivated students with good hand skills, patience and an interest in mathematics will find the course most rewarding

Enrollment Limit: 10

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Materials/Lab Fee: \$285

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Debora Coombs

CSCI 13 (W) Designing for People

Cross-listings: PSYC 13 CSCI 13

Primary Cross-listing

Many technologically-innovative and aesthetically-beautiful products fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The field of Human Factors combines aspects of psychology with software development, education, architecture, and physiology, and other fields, to design objects that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical knowledge of a variety of human factors testing methodologies. The course will examine the usability of a wide variety of designed objects, including buildings, publications, websites, software applications, and consumer electronics gadgets. Students will demonstrate their understanding of human factors theory through a short paper and participation in class discussion. Students identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects. Findings will be presented on the final day. Adjunct Instructor Bio: Rich Cohen '82 has designed communications, social networking and education applications used by over 100 million people and has conducted usability research on four continents.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Instructor seeks a diverse group of students with interests in design, psychology, and human-computer interaction

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 13 CSCI 13

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Rich Cohen

CSCI 14 (W) Ethics of Technology

Cross-listings: CSCI 14 PHIL 14 STS 14

Secondary Cross-listing

A prominent company recently realized the machine-learning algorithm trained on its past hiring data had learned a bias against female candidates and so was unsuitable for resume evaluation. But given competing definitions of fairness, how should we decide what it means for an algorithm to be unbiased? Machine vision algorithms are systematically less likely to recognize faces of people of color. Since many face recognition algorithms are used for surveillance, would improving these algorithms promote justice? Deep fakes may pose serious challenges to democratic discourse, as faked videos of political leaders making incendiary statements cast doubt on the provenance of real videos. Do the researchers developing these algorithms, often academics funded by National Science Foundation grants, have an obligation to desist? In a field filled with such vexing questions, the ethical issue most commonly addressed by the media is whether a self-driving car should swerve to hit one person in order to avoid hitting two. In this class, we will go beyond the headlines to explore the ethics of technology. We will discuss issues such as transparency, bias and fairness, surveillance, automation and work, the politics of artifacts, the epistemology of deep fakes, and more. Our discussion will rely on articles from the course packet, enlivened by discussions with experts in the field over Skype. Students will apply their ethical knowledge to write multiple newspaper length op-eds arguing for their views. If students choose to submit these op-eds for publication, the instructor will coach them on appropriate procedures and venues. Adjunct Instructor Bio: Kathleen Creel '10 is an advanced doctoral student in the Department of History & Philosophy of Science at the University of Pittsburgh. Her research focuses on epistemic and ethical issues in computer science and its scientific applications, such as transparency in machine learning and the ability of algorithmic decisions to provide reasons.

Requirements/Evaluation: 3 op-eds for a total of 10 pages

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: based on a written paragraph expressing interest

Grading: pass/fail only

Materials/Lab Fee: \$20

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 14 PHIL 14 STS 14

Winter 2020

LEC Section: 01 MWR 1:00 pm - 3:50 pm Kathleen Creel

CSCI 15 (W) An Introduction to the Modern Internet

This course is about the basics of the modern Internet: how it works, and how it is used in our daily lives. We will focus on issues of security and privacy. We will try to answer two main questions in this course: How is information transmitted online? Who has access to this information, and how do they use it? Students will learn about and discuss these topics based on readings and lectures, and will do a small number of hands-on projects during class. The final assessment will be a 10-page paper on a related topic. No background in computer science or programming is required or expected.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: students who have not taken a computer science course should have priority

Grading: pass/fail only

Winter 2020

LEC Section: 01 MWR 1:00 pm - 2:50 pm Samuel McCauley

CSCI 23 (W) Introduction to Research and Development in Computing

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. *Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.*

Class Format: TBA individually arranged

Requirements/Evaluation: final paper and presentation/demonstration

Prerequisites: project must be preapproved by the faculty supervisor

Enrollment Limit: POI

Enrollment Preferences: preference given to sophomores and juniors

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2020

LEC Section: 01 TBA Bill K. Jannen

CSCI 28 (W) Solution Design and Product Management

Cross-listings: CSCI 28 ECON 28

Secondary Cross-listing

Google Glass, Blackberry Storm, and the initial Obamacare Website represent just a few of the many failures that litter the IT project graveyard: 40 to 60 percent of large technology projects fail. All too often, the cause has little to do with the quality of technical engineering. More often, companies choose the wrong problem to solve or the wrong way to solve it. Google failed to account for the Google Glass price tag and privacy concerns. Blackberry failed to fully appreciate the touchscreen revolution. The Obamacare website failed to address management issues. The underlying conflict is that engineers and IT teams like to be told what to build, but customers often do not know what they want or how to express it. Identifying the right problem, designing the right solution, communicating the correct specifications to engineers, and delivering the right product to primary stakeholders are all difficult challenges crucial for successful product development. This course will explore various frameworks that product managers use to address these challenges. In doing so, we will model interactions between market forces, corporate directives, engineering challenges, and user

experiences to interrogate the resilience of our ideas. We will also analyze and critique methodologies presented in readings by technology management prophets Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Throughout the course, students will work in small teams to develop their own product management toolkit and deploy it towards solving a technology problem of each team's own choosing. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$30 for books

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

CSCI 31 (W) Senior Thesis: Computer Science

To be taken by students registered for Computer Science 493-494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jeannie R Albrecht

CSCI 99 (W) Independent Study: Computer Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jeannie R Albrecht

CONTRACT MAJOR (Div I, II, or III)

Contract Major Advisor: Amanda Turner

Students with the talent and energy for working independently and with the strong support of faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. The purpose of a Contract Major is to allow highly motivated students to follow a course of study outside the boundaries of established majors. Students have an opportunity to draw from the wealth of offered courses and develop a major that corresponds to their particular interests and goals.

A Contract Major must be in an area suitable to the talents of the faculty in residence and cannot consist of modifications to an existing major. A Contract Major also must conform to the structure and coherence of a departmental or program major—it must embody a disciplined study that moves from an elementary to an advanced level and culminate in a synthesis similar to a senior major course.

Developing a Contract Major proposal is both interesting and demanding. Due to these demands, students should carefully consider the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same area of study.

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and potential faculty advisors as early as possible first semester of sophomore year.

Considerations

A Contract Major cannot be pursued in conjunction with another major or concentration.

Alternatives:

- two majors
- major + concentration
- major + coordinate program
- major + courses of special interest

Identification

A Contract Major is:

- A coherent study of an interdisciplinary subject not covered by a regularly offered major or concentration, consistent with the liberal arts mission.
- A cumulative study that moves from an elementary to an advanced level.
- A course of study that is appropriate for the undergraduate level—not so narrowly defined where it would be considered a graduate level course of study.

A Contract Major cannot consist of minor modifications to an existing major or concentration.

Advising

Before deciding to pursue a Contract Major, schedule an appointment with Amanda Turner, Contract Major Advisor (CMA) **prior to November 15**. This advising session will help determine if a Contract Major is a good fit and also serve as an overview to the Contract Major approval process.

[More information can be found on the Contract Major site.](#)

CMAJ 493 (F) Senior Thesis: Contract Major

A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

HON Section: 01 TBA Amanda B. Turner

CMAJ 494 (S) Senior Thesis: Contract Major

A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Spring 2020

HON Section: 01 TBA Amanda B. Turner

CMAJ 497 (F) Independent Study: Contract Major

Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Fall 2019

IND Section: 01 TBA Amanda B. Turner

CMAJ 498 (S) Independent Study: Contract Major

Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Divisional credit is either I, II, or III depending on approved Contract Major proposal.

Spring 2020

IND Section: 01 TBA Amanda B. Turner

Winter Study -----

CMAJ 31 (W) Senior Thesis: Contract Major

To be taken by students registered for Contract Major 493, 494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Amanda B. Turner

CMAJ 99 (W) Independent Study: Contract Major

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Amanda B. Turner

CRITICAL LANGUAGES (Div I)

HEBREW

Coordinator: Jane Canova

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cfllc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRHE 101 (F) Hebrew

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Attributes: JWST Elective Courses

Fall 2019

LEC Section: 01 Cancelled

CRHE 102 (S) Hebrew

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

Prerequisites: CRHE 101

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Attributes: JWST Elective Courses

Spring 2020

LEC Section: 01 Cancelled

CRHE 201 (F) Intermediate Hebrew

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Not offered current academic year

CRHE 202 (S) Intermediate Hebrew

Continuation of intermediate skills in speaking and writing.

Class Format: twice-weekly review sessions

Prerequisites: CRHE 201

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Not offered current academic year

Winter Study -----

CRHE 99 (W) Independent Study: Hebrew

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jane E. Canova

CRITICAL LANGUAGES (Div I)

HINDI

Coordinator: Jane Canova

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRHI 101 (F) Hindi

Cross-listings: CRHI 101 ASST 197

Primary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 101 (D1) ASST 197 (D1)

Fall 2019

LEC Section: 01 Cancelled

CRHI 102 (S) Hindi

Cross-listings: CRHI 102 ASST 198

Primary Cross-listing

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

Prerequisites: CRHI 101

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 102 (D1) ASST 198 (D1)

Spring 2020

LEC Section: 01 Cancelled

Winter Study -----

CRHI 99 (W) Independent Study: Hindi

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jane E. Canova

CRITICAL LANGUAGES (Div I)

KOREAN

Coordinator: Jane Canova

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRKO 101 (F) Korean

Cross-listings: ASST 195 CRKO 101

Primary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 195 (D1) CRKO 101 (D1)

Fall 2019

LEC Section: 01 TBA Jane E. Canova

CRKO 102 (S) Korean

Cross-listings: CRKO 102 ASST 196

Primary Cross-listing

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review sessions

Prerequisites: CRKO 101

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 102 (D1) ASST 196 (D1)

Spring 2020

LEC Section: 01 TBA Jane E. Canova

CRKO 201 (F) Intermediate Korean

Cross-listings: CRKO 201 ASST 297

Primary Cross-listing

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 201 (D1) ASST 297 (D1)

Not offered current academic year

CRKO 202 (S) Intermediate Korean

Cross-listings: CRKO 202 ASST 298

Primary Cross-listing

Continuation of intermediate skills in speaking and writing.

Class Format: twice-weekly review sessions

Prerequisites: CRKO 201

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRKO 202 (D1) ASST 298 (D1)

Not offered current academic year

Winter Study -----

CRKO 99 (W) Independent Study: Korean

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jane E. Canova

CRITICAL LANGUAGES (Div I)

PORTUGUESE

Coordinator: Jane Canova

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cfllc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRPO 101 (F) Elementary Portuguese

A course in elementary Portuguese will be offered for one year with Vassar College, to be conducted using online technology with their native-speaking tutor. The course will be scheduled according to the Vassar College academic calendar, which is slightly different from the Williams academic year calendar.

Class Format: meets twice-weekly for one-hour review sessions

Requirements/Evaluation: grading is 20% attendance/preparedness, 15% 30% midterm and 50% final; exams are oral and written and administered by an outside consultant

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 2-4

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TBA Jane E. Canova

CRPO 102 (S) Elementary Portuguese

A course in elementary Portuguese will be offered for one year with Vassar College, to be conducted using online technology with their native-speaking tutor. The course will be scheduled according to the Vassar College academic calendar, which is slightly different from the Williams academic year calendar.

Class Format: course meets twice weekly for one-hour review sessions

Requirements/Evaluation: grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by

an outside consultant

Prerequisites: CRPO 101

Enrollment Limit: 8

Expected Class Size: 2-4

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TBA Jane E. Canova

CRITICAL LANGUAGES (Div I)

SWAHILI

Coordinator: Jane Canova

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one-year of elementary Hebrew, Hindi, Korean, Portuguese, and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230 or online at cflc.williams.edu/critical-languages.

Note that like other elementary language courses, the Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

*A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRSW 101 (F) Swahili

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures of the language.

Class Format: twice-weekly review sessions

Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Fall 2019

LEC Section: 01 Cancelled

CRSW 102 (S) Swahili

Continuation in developing communicative skills and furthering familiarity with frequently used grammatical structures.

Class Format: twice-weekly review session

Prerequisites: CRSW 101

Enrollment Limit: 8

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Unit Notes: minimum of two students in order to schedule the course

Distributions: (D1)

Spring 2020

LEC Section: 01 Cancelled

Winter Study -----

CRSW 99 (W) Independent Study: Swahili

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jane E. Canova

DANCE (Div I)

Chair: Sandra Burton

- Sandra L. Burton, Lipp Family Director of Dance and Senior Lecturer in Dance
- Erica Dankmeyer, Artist-in-Residence in Dance
- Janine Parker, Artist-in-Residence in Dance
- Munjulika Tarah, Assistant Professor of Dance

The purpose of the Dance Department is to educate students in the physical disciplines, cultural traditions, and the critical and expressive possibilities of dance. The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern, and African Dance.

Currently we do not offer a major or concentration, but students seeking to anchor their academic and creative study in dance may pursue the Contract Major option. More information can be found at registrar.williams.edu/contract-major.

Courses are offered for academic and/or physical education credit and academic courses can be found at catalog.williams.edu.

All students are welcome to audition for membership in the Department's performing companies which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college's step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

DANC 100 (F) Foundations in Dance

This course is an introduction to the fundamentals of dance history and techniques focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant innovators, viewing media, live performance and writing about dance are required. *This course may not be taken for PE credit.*

Class Format: discussion

Requirements/Evaluation: active participation and progress in the techniques, quality of written assignments and project presentations

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: beginning dancers and students with no prior experience

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: may not be taken for PE credit

Distributions: (D1)

Not offered current academic year

DANC 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance

Cross-listings: ARTS 102 DANC 102 THEA 102

Secondary Cross-listing

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research

projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering the major or already majoring in Theatre

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 102 (D1) DANC 102 (D1) THEA 102 (D1)

Not offered current academic year

DANC 103 (F) Historical Research in Dance and Performance Studies

Cross-listings: DANC 103 ARTH 105

Primary Cross-listing

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course, and may include attendance at live performances in the area, film screenings, field trips, and workshops with guest artists. Material will be introduced at introductory level. No previous dance experience is assumed or required. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

Class Format: this is primarily a discussion-based seminar course, and may include attendance at live performances in the area, film screenings, field trips, and workshops with guest artists

Requirements/Evaluation: one research-based essay, 2 short written assignments, 2 group presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 103 (D1) ARTH 105 (D1)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Munjulika Tarah

DANC 104 (F) Ballet I

In this class, students learn the fundamentals of ballet technique, in a manner both safe and challenging. This is an absolute beginning course: EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow. This course may be repeated for credit.

Class Format: course meets for the full semester, twice per week

Requirements/Evaluation: quality of participation, progress with the physical material, and clear understanding of concepts and use of students body

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: beginning students

Expected Class Size: 15-25

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Fall 2019

STU Section: 01 MR 1:10 pm - 2:25 pm Janine Parker

DANC 106 (F) Modern Dance I

This studio course is designed for students with little or no experience in modern dance technique. Students will develop an understanding of basic principles through progression of floor work, standing work, and traveling movement. Skills that will be acquired include strength, coordination, musicality, body alignment, and spatial awareness needed for movers.

Class Format: full semester

Requirements/Evaluation: quality of participation that fosters progress and understanding of principles of movement introduced through the study of dance technique

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have no experience in dance

Expected Class Size: 20-25

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Fall 2019

STU Section: 01 TR 9:55 am - 11:10 am Erica Dankmeyer

DANC 201 (S) African Dance and Percussion

Cross-listings: AFR 201 DANC 201 MUS 220

Primary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth at the end of the 1950s. This course can be taken for academic and/or PE credit

Class Format: class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow

Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 201 (D2) DANC 201 (D1) MUS 220 (D1)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2020

STU Section: 01 TF 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

DANC 202 (F) African Dance and Percussion

Cross-listings: AFR 206 MUS 221 DANC 202

Primary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 206 (D2) MUS 221 (D1) DANC 202 (D1)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

DANC 203 (S) Intermediate Ballet: Technique, Repertoire, History and Now

Designed for dancers who have achieved a beginning/intermediate level, in this course students will explore different eras of ballet through the lens of famous ballets, dancers, choreographers and other key figures. In addition to technique classes, corps de ballet (ensemble) sections and/or variations from the chosen ballets will be taught and coached to students. Learning sequences from these ballets is an excellent training tool, as these short dances are technically, musically, dramatically and spatially challenging. Therefore, this is primarily a studio course, although, through readings and viewings, we will also consider whether, how, and why these ballets can be relevant as performance art today. While the course assignments will offer historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--the plot-lines of the ballets we'll be working on--as well as more subtle ideas--famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. ANY student with adequate prior knowledge is welcome to this class! Students will be assessed on their individual progress. This course MAY BE REPEATED for credit.

Class Format: lecture and discussion

Requirements/Evaluation: quality of participation & individual progress in tech. class, rehearsals and presentations; as well as quality of assign. responses, quizzes, etc.

Prerequisites: prior experience in ballet training; permission from instructor required for all students to enroll

Enrollment Limit: 20

Enrollment Preferences: students with demonstrated prior experience

Expected Class Size: 7

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: ballet class attire: leotard, tights/leggings, ballet slippers

Distributions: (D1)

Spring 2020

STU Section: 01 MR 1:10 pm - 3:50 pm Janine Parker

DANC 204 (S) Ballet II

This course is for students who have reached a beginning/intermediate level of ballet and are serious about continued progression in their technique and artistry. Classes will follow the traditional ballet class format of barre work proceeding into center work; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Students will learn to work safely and correctly with their individual abilities. ANY student with adequate prior knowledge is welcome to this class!

Class Format: full semester participation, pass/fail or PE credit

Requirements/Evaluation: participation and progress with material, technique and deeper understanding of concepts

Prerequisites: Ballet I and prior experience in ballet or permission of instructor.

Enrollment Limit: 20

Enrollment Preferences: students who have taken level I, placement class with instructor or permission based on prior training

Expected Class Size: 10-20

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Janine Parker

DANC 205 (F) Modern Rebels

This course examines the development of modern dance as is reflected in the innovations and limitations reflected in the artists' works within biases of gender, race, and aesthetics. Students will study the works and philosophies of key artists in the development of modern dance while simultaneously studying modern dance technique. Weekly technique classes will accompany seminar sessions in which we will study pioneers including Martha Graham, Doris Humphrey, Anna Sokolow, Pearl Primus, Jose Limon, Merce Cunningham, Yvonne Rainer, and Katherine Dunham. We will also examine contemporary artists such as Kyle Abraham, Crystal Pite and William Forsythe. Students will develop a critical framework for understanding dance by examining the power dynamics at the time the artists worked, and how these manifest in their work in myriad ways. By what criteria does a culture define bodily innovation? What does a work reflect about its time, its creator, and the place of dance in society? We will examine topics suggested by the works, such as how the body is constructed/deconstructed in, and by, the work, religion and spiritual practice in relation to dance-making, the social identity of the creator and the performers, the role of music/sound in relation to movement expression, and how we "read" dances as individuals. Weekly viewings, critical and historic readings and discussion will be required along with studio practice.

Requirements/Evaluation: class participation in both studio and seminar, written responses, and a research paper and presentation

Prerequisites: DANC 100 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TBA Erica Dankmeyer

LAB Section: 02 TR 9:55 am - 11:10 am Erica Dankmeyer

DANC 206 (S) Modern Dance II

This course aims to build upon students' technical skill, such as increased endurance, expanded vocabulary of movement and more complex use of space, with a focus on musical awareness and longer phrases of movement.

Class Format: pass/fail or PE credit, full semester

Requirements/Evaluation: quality of participation and progress made during the semester with the creative and physical concepts taught

Prerequisites: Modern I and /or permission of the instructor; may be repeated for credit. If the student is unsure if their experience in dance provides enough preparation or is not known by the instructor, they should seek permission of the instructor.

Enrollment Limit: 25

Enrollment Preferences: students who have taken Modern I or other department dance courses with technique components, or have previous study in dance technique

Expected Class Size: 20-25

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Spring 2020

STU Section: 01 TR 11:20 am - 12:35 pm Erica Dankmeyer

DANC 208 (F) Dance and Diaspora

Both dance and migration involve human bodies in motion, making dance a powerful lens through which to view the experience of diaspora. In this course, we will analyze both continuity and creative reinvention in dance traditions of multiple diasporas, focusing in particular on the African and

South Asian diasporas. We will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; as a practice that shapes racial, gendered, religious, and national identity; and as a commodity in the global capitalist marketplace. We will explore these topics through readings, film viewings, discussion, attendance at live performances, and in-class movement workshops, which will happen approximately once every two or three weeks in lieu of discussion. Evaluation is based on participation in discussion, reading responses, two short papers, and a final project, which can be either a research paper or a creative project. Your dancing abilities are not evaluated; no previous dance experience is required.

Class Format: seminar/studio

Requirements/Evaluation: participation, reading responses, two short papers, and a final project, which can be either a research paper or a creative project

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

DANC 210 (S) LET'S MAKE A DANCE: Dance Making and Re-Making

This course is designed for first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman's Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, reading assignments, identifying to the group one's intended goal(s) for the week, written reflection on sessions, and final showing will be required. Three seminar sessions will be included in the class.

Class Format: plus one full class meeting per week

Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one's intended goal, written reflection on sessions, and final showing

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

DANC 212 (F) From Stage to Page: Writing about Dance

Cross-listings: THEA 212 DANC 212

Primary Cross-listing

We commonly understand the word "choreography" to mean the creation of dance movement. The Greek roots of choreography, however, are *choreia* (the synthesis of dance, music and singing) and *graphein* (to write). For centuries, people have attempted to pin dance down on the page, translating an ephemeral, embodied performance art into written form. In this writing-intensive tutorial, students will investigate four major modes of dance writing: dance notation or scoring, dance criticism, dance ethnography, and dance history, with a shorter fifth unit on a new avant-garde form, "performative writing." Students will study important examples of each form, such as Rudolf Laban's famed system of dance notation and Katherine Dunham's ethnographic account of dance in Jamaica, *Journey to Accompong*. Students will then delve into each form of writing themselves. For example, they will work with Mellon Artist-in-Residence Emily Johnson as "scribes" for her creative process, attend live dance concerts at the '62 Center and Mass MoCA as the basis for writing pieces of dance criticism, conduct participation-observation research by attending social dance events to write mini-ethnographies of their experiences, and work with librarians to learn about resources at Sawyer for researching dance history.

Class Format: tutorial

Requirements/Evaluation: short analytical papers every other week, preparedness for being a respondent and discussant

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first and second year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 212 (D1) DANC 212 (D1)

Not offered current academic year

DANC 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Primary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

DANC 215 (F) Ways of Knowing: Music, Movement, Memory

Cross-listings: THEA 202 AFR 215 WGSS 215 DANC 215

Secondary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing,

remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theater majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 202 (D1) AFR 215 (D1) WGSS 215 (D1) DANC 215 (D1)

Not offered current academic year

DANC 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

DANC 217 (S) Moving While Black

Cross-listings: AFR 216 DANC 217

Secondary Cross-listing

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these

movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. They will analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class dance exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

Class Format: classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

Requirements/Evaluation: multiple reading/viewing responses; two short essays closely analyzing movement; two graded movement performances; final movement performance with a proposal

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Africana Studies concentrators and students involved in Dance, Theatre, other performance courses or campus performance groups

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 216 (D2) DANC 217 (D1)

Attributes: AFR Core Electives

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Rashida K. Braggs

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

DANC 230 (S) Dance and Context: Hip-Hop's Roots and Influences Today

This course will focus on the Hip-Hop dance techniques as well as the influence on dance, music, fashion, language, media and personal style throughout the world. Students will develop a physical practice through technique class that supports their investigation of the history and culture through media, reading, discussion and research to develop a performance project. The project will be a part of the Dance Department's contribution to the spring season of events in Dance and Theatre. In addition to technique class and discussion, this class will require additional meeting time for rehearsals.

Requirements/Evaluation: two research projects, short paper or oral presentation; two performances (mid-term and final)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who take Shakia's Winter Study then any student who has enrolled in a Dance course (currently or prior)

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$25 field trip

Distributions: (D1)

Not offered current academic year

DANC 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic

studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

DANC 280 (S) Dancing the Score/Scoring the Dance

Cross-listings: MUS 280 DANC 280

Secondary Cross-listing

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one's group is central, sharing responsibility for the development of others' as well as one's own work.

Class Format: each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 280 (D1) DANC 280 (D1)

Not offered current academic year

DANC 285 (F) Scenic and Lighting Design for Performance

Cross-listings: THEA 285 DANC 285

Secondary Cross-listing

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of

multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: up to \$125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 285 (D1) DANC 285 (D1)

Fall 2019

STU Section: 01 TR 11:20 am - 12:35 pm Jason Simms

LAB Section: 02 T 2:30 pm - 3:50 pm Jason Simms

DANC 300 (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm

Cross-listings: WGSS 300 DANC 300

Primary Cross-listing

To loosely paraphrase the feminist Emma Goldman, "If I can't dance, I don't want to be part of your revolution." Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form--and indeed, there are many more females vying for positions in ballet companies than males--historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--the plotlines of the ballets--as well as more subtle ideas--famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGSS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Requirements/Evaluation: quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

Prerequisites: a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

Enrollment Limit: 20

Enrollment Preferences: students with demonstrated ability and desire to continue rigorous study

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 300 (D2) DANC 300 (D1)

Fall 2019

STU Section: 01 MWF 11:00 am - 12:50 pm Janine Parker

DANC 304 (F)(S) Ballet III

Designed for dancers who have achieved intermediate/advanced level of ballet technique. Class includes barre work, center and traveling exercises that incorporate adage, pirouettes, petit and grand allegro. Proper alignment and rigorous but safe application of technique are expected. Students are encouraged to work safely and correctly within their individual abilities so that artistry, musicality and the dynamics in ballet are explored.

Class Format: this class can be repeated and meets for the full semester, twice per week

Requirements/Evaluation: participation and progress with the material, concepts and technique each student makes

Prerequisites: minimum of three years prior experience in ballet or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: students who have three years experience in ballet

Expected Class Size: 10-20

Grading: pass/fail option only

Unit Notes: May be taken for PE or partial acad. credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

Distributions: No divisional credit

Fall 2019

STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

Spring 2020

STU Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Janine Parker

DANC 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: COMP 319 ENGL 317 THEA 317 AFR 317 DANC 317 AMST 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 319 (D2) ENGL 317 (D2) THEA 317 (D1) AFR 317 (D2) DANC 317 (D2) AMST 317 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

DANC 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa

Cross-listings: DANC 330 AFR 330 MUS 330

Primary Cross-listing

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: occasional fees to attend concerts; fee range free-\$35

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 330 (D1) AFR 330 (D1) MUS 330 (D1)

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

DANC 397 (F) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

Requirements/Evaluation: quality of research and presentations

Prerequisites: permission of department and minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Sandra L. Burton

DANC 398 (S) Independent Study: Dance

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support

research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

Requirements/Evaluation: based on the quality of research and final presentation

Prerequisites: permission of the department and a minimum of 2-3 years as a student in the department

Enrollment Limit: 3

Expected Class Size: 1-3

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Sandra L. Burton

Winter Study -----

DANC 11 (W) BFF (Ballet Film Festival!)

This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First, of course, will be physical practice. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings--a wide range of films (primarily) about ballet and ballet dancers from around the world--and once a week for lectures and group discussions, either in a seminar format or during a meal, about the films as well as the history and/or current context related to them. Reading material and other viewings will also be assigned so that all students have a grasp of the overarching history of ballet.

Requirements/Evaluation: short paper and final project or presentation; individual progress in the physical components, as well as on the quality of participation in all activities--physical work as well as discussions and responses to the assignments

Prerequisites: beginner-level students: none; intermediate/advanced level students: sufficient prior ballet training (with permission and/or placement class from instructor)

Enrollment Limit: 30

Enrollment Preferences: students who are planning on taking DANC 203 in the Spring will get preference

Grading: pass/fail only

Winter 2020

LEC Section: 01 TR 12:15 pm - 1:30 pm TR 1:45 pm - 4:00 pm Janine Parker

DANC 13 (W) BFF Intermediate (Ballet Film Festival!)

This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First will be physical practice, 2 times per week. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings of a wide range of films (primarily) about ballet and ballet dancers from around the world, and/or group discussions about the films as well as the history and/or current context related to them. Reading and additional viewing material will be assigned. At the end of Winter Study, students will participate in an informal physical presentation. Students must contact the instructor at jmp2@williams.edu for proper level placement.

Grading: pass/fail only

Winter 2020

LEC Section: 01 TR 4:15 pm - 5:30 pm TR 1:45 pm - 4:00 pm Janine Parker

DANC 15 (W) Introduction to Tap Dance

Cross-listings: DANC 15 PSCI 15

Secondary Cross-listing

This course introduces those with little or no experience in tap dance to the basic techniques and movement/rhythm vocabularies of this musical and quintessentially American style of dance. In twice-weekly studio sessions, students will gain facility with the fundamentals of tap technique, practice basic combinations, and experiment with improvisation. To develop a richer sense of the American cultural context from which tap grew--particularly its roots in African American movement and music traditions and its appropriation by Broadway and the film industry--we will discuss film and writing on the genre's past and present in once-weekly classroom sessions. Students should expect to gain balance, rhythm, improvisational freedom, and confidence in public performance through practicing tap. Evaluation will be based on effort and improvement in studio sessions, participation in discussions, weekly journal reflections, and a final group performance of the shim sham, tap's so-called national anthem.

Requirements/Evaluation: final project or presentation

Prerequisites: none; course is only open to those with little or no tap experience

Enrollment Limit: 15

Enrollment Preferences: brief personal statements

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 15 PSCI 15

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Laura D. Ephraim

DANC 16 (W) The GYROKINESIS® Movement Method

Cross-listings: DANC 16 SPEC 28

Secondary Cross-listing

The Gyrokinesis Method is an original and unique movement practice, which has roots in Yoga, Tai Chi, gymnastics, dance and swimming. This method gently works the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion and creating functional strength through rhythmic, flowing movement sequences performed with corresponding breathing patterns. We will work in a group setting. Students will learn the basic concepts of this movement system, as well as more complex sequences. They will be expected to learn and execute all sequences for Format I. They will be asked to practice between classes. Ultimately, students will be paired up to teach each other, which will increase their understanding of this unique form of exercise. Finally, students will be expected to perform all Format I sequences as a group with music. They will then be qualified to take the Gyrokinesis Pre-training Course. Each student will receive a questionnaire at the beginning of the course and, again, at the end, to understand how their experience has changed their answers and how they can apply this movement system to their everyday life, their sport and, their chosen course of study at Williams. Method of evaluation/requirements: Questionnaire at the beginning and then again at the end of this course, teaching each other, and a final performance as a group. Adjunct Instructor Bio: Patrie Sardo has been a Licensed Gyrotonic & Gyrokinesis Trainer and Pre-Trainer for over 10 years. She owns her own studio in Santa Monica, Ca and is licensed to teach all Gyrotonic Specialty equipment; Archway, Jumping Stretching Board, Leg Extension, and the Gyrotoner.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Dance majors, athletes, seniors

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 16 SPEC 28

Winter 2020

LEC Section: 01 Cancelled

DANC 17 (W) Introduction to Argentine Tango

Cross-listings: DANC 17 MUS 17

Secondary Cross-listing

Through reading, film viewings, and participating in musical exercises and dance workshops, students will explore the sounds and movements of Argentine tango, while also considering its broader social and historical context both in Argentina and abroad. No prior musical or dance experience necessary. Students' grades will be based on course participation, regular journal entries, and an individual final project with a written component.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference given to music and dance majors, seniors

Grading: pass/fail only

Materials/Lab Fee: \$30

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 17 MUS 17

Winter 2020

LEC Section: 01 MW 10:00 am - 12:50 pm Corinna S. Campbell

DANC 99 (W) Independent Study: Dance

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Sandra L. Burton

DIFFERENCE, POWER, AND EQUITY (DPE)

Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The Difference, Power, and Equity (DPE) requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE course that has the DPE designation. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must [petition the Committee on Educational Affairs \(CEA\)](#) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

Class of 2019, 2020, 2021

Students who have successfully completed an EDI course do not need to complete a DPE course.

Students who have not taken an EDI course can satisfy the requirement by completing a DPE course.

Class of 2022

The Class of 2022 must satisfy the DPE requirement.

AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Cross-listings: AFR 105 ARTH 104

Secondary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 105 (D2) ARTH 104 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

AFR 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts—essays, novels, drama, music, and poetry—by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political

understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

AFR 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical

feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AFR 223 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Secondary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

AFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Secondary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the

150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

AFR 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

AFR 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

AFR 331 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AFR 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

AFR 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Secondary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 Cancelled

AFR 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic

identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Roger A. Kittleson

AFR 357 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of

the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Dorothy J. Wang

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Cassandra J. Cleghorn

AMST 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

AMST 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Secondary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This courses encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020

AMST 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AMST 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

TUT Section: T1 TBA Eli Nelson

AMST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Secondary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on

Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 209 (F) Introduction to Black, Brown, and Queer Theory (DPE)

Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

Requirements/Evaluation: attendance and class participation, two 4-page reflection papers, and a final creative project (TBD with instructor) or take-home exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Eli Nelson

AMST 213 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

AMST 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live

with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AMST 223 (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture (DPE)

"War is probably the single most powerful instrument of dietary change in human experience." --Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media, and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

Requirements/Evaluation: participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

Prerequisites: AMST 101

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Anthony Y. Kim

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

AMST 245 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies

and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

AMST 327 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AMST 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We

will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

AMST 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty,

and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Secondary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019

SEM Section: 01 Cancelled

AMST 347 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Secondary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

AMST 350 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AMST 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Primary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2020

SEM Section: 01 Cancelled

AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 HIST 361

Secondary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

AMST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Secondary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Scott Wong

AMST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using

historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

AMST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: AMST 455 HIST 455

Secondary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Christine DeLucia

AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Secondary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

ANTH 101 (F)(S) How to Be Human (DPE)

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

Class Format: discussion of case studies and ethnographic films

Requirements/Evaluation: two short essays, a final examination and class participation

Prerequisites: first-year students and sophomores

Enrollment Limit: 30

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Peter Just

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel Lee

ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

ANTH 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based

seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

ANTH 240 (S) Work as a Cultural System (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Peter Just

ANTH 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ANTH 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Primary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

ARAB 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Secondary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do

photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and

social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their cultural competence. Using al-Kitaad as well as a variety of authentic written and audiovisual materials to immerse students in Arabic language and culture, the course will allow students to achieve an advanced grammatical, cultural and oral proficiency in Modern Standard Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments entirely in Arabic.

Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam

Prerequisites: ARAB 202

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will understand the relations of power between the different varieties of Arabic language. Students will grasp the gendered aspects of Arabic language and understand how it relates to English. Through their engagement with Arabic texts and audiovisual materials, students will deconstruct cultural and sociopolitical issues that are directly related to the environment, society, politics, and power.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language; students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will learn about gender relations and power dynamics in the Arabic-speaking region; students will produce projects that address language politics, colonialism, sexism, feminism, and environmental losses in the Maghreb and the Middle East; and

students will acquire the language necessary to discuss diverse topics related to power, gender, and the environment, such as recycling, new economies, and changing gender roles in society.

Spring 2020

LEC Section: 01 F 10:00 am - 10:50 am TR 11:15 am - 12:30 pm Brahim El Guabli

ARAB 329 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehlis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Fall 2019

SEM Section: 01 Cancelled

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help

students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

ARTH 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE)

Cross-listings: ASST 103 ARTH 103

Primary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: limited number of class discussion, some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Cross-listings: AFR 105 ARTH 104

Primary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 105 (D2) ARTH 104 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 210 (F) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, weekly short reading responses, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative

period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

ARTH 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Primary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors-from queens to whalers-who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry-whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019

SEM Section: 01 Cancelled

ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Primary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

ARTS 338 (S) Persona (DPE)

Cross-listings: ARTS 338 THEA 338

Primary Cross-listing

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The Art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Requirements/Evaluation: timely completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend lectures and class trips

Prerequisites: some experience with studio art courses, art history courses, performance experience, or consent of the instructor

Enrollment Limit: 10

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 W 10:00 am - 12:15 pm Thursday Org Mtg 8:00 pm - 8:25 pm Allana M. Clarke

ASST 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE)

Cross-listings: ASST 103 ARTH 103

Secondary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: limited number of class discussion, some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power,

and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ASST 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ASST 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of

scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ASST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen

through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Primary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion--living a life of seclusion from society--in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will

investigate a set of issues surrounding radical seclusion. What different forms does seclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between seclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of seclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of seclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

COMP 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamila Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Secondary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

COMP 257 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

COMP 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Primary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

COMP 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Primary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own

national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

COMP 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

COMP 342 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

COMP 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

COMP 387 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Primary Cross-listing

Western neoliberalism is a predatory excrement of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druex

COMP 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Secondary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

DANC 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Primary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

DANC 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these

differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

DANC 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Primary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

DANC 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

ECON 204 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Primary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Samson

ECON 257 (S) The Economics of Race (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are

applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Requirements/Evaluation: exams, papers, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Owen Thompson

ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

ENGL 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Primary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde,

Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

ENGL 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Primary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with

purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

ENGL 134 (F) Contemporary US Literature, Postcolonial Studies, & The Politics of Culture in the Age of Trump (DPE) (WS)

In this course we will read a handful of contemporary US novels and explore whether postcolonial theory can provide a critical vocabulary that helps situate the "others" of contemporary nationalism in an intersectional framework. From the enduring legacies and ongoing violence of settler colonial genocide and transatlantic slavery to the xenophobic disregard for human life during the war in Iraq and the current war on immigrants, we will consider how these novels expose the deeply engrained forms of racism, fear, privilege, and paranoia that subtend dominant discourses of US nationalism in the age of Trump. Over the course of the semester, we will explore the power and allure of this exclusionary nationalism as well as how it is constructed and reproduced through cultural fantasies such as American innocence and exceptionalism, the American dream, and the American frontier. We will pay equally close attention to the ways that the works we read radically unsettle the conceptual borders of geographical space and historical time that regulate who is included and who is excluded from -- to use Benedict Anderson's influential formulation -- the "imagined political community" of the United States. Readings will include *There There* by Tommy Orange, *Signs Preceding the End of the World* by Yuri Herrera, *Homegoing* by Yaa Gyasi, and *The Book of Collateral Damage* by Sinan Antoon.

Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing including three papers, a revision of one paper with editorial changes explained in endnotes, as well as two editorial responses to the work of another student. In addition to two in-class workshops, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Difference, Power, and Equity Notes: In course readings, written assignments, and seminar discussions, students will address contemporary debates related to US nationalism and its "others." During the semester students will consider the disturbing normalization of white nationalism as well as the imperatives of thinking about collectivity and self/other relations beyond assimilative understandings of diversity and multiculturalism.

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Anuj Kapoor

ENGL 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Primary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key

texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships—with parents, partners, children, neighbors, or friends—can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

ENGL 206 (F) We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language (DPE) (WS)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language—now called Anglophone literature—from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Requirements/Evaluation: four short papers (5 pages), a presentation, and a final research project

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

Attributes: ASAM Related Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2019

SEM Section: 01 Cancelled

ENGL 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Primary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 246 (S) The Love of Literature (DPE) (WS)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue *The Symposium* to the Christian love of Paul's epistles; the Romantic love of Goethe's *Elective Affinities* to the modern love of Woolf's *To the Lighthouse* and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Requirements/Evaluation: three papers of increasing length and complexity, totaling 20 pages of finished writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: those interested in majoring in English

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

Difference, Power, and Equity Notes: The course materials and discussion emphasizes questions of gender, sexuality, and race.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

ENGL 252 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Secondary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

ENGL 254 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Primary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

ENGL 264 (S) Introduction to Global Literature & Film: Narrative, Aesthetics, & The Politics of Visual Culture (DPE) (WS)

One defining feature of Global Literature is that it addresses some aspect of globalization, whether it is the transnational flow of cultures, commodities, and capital, or an increased awareness of an interdependent world. But what do we "see" when we watch films or read books about places we've never been, events we've never lived through, or people we've never met? As Edward Said has noted, another defining feature of Global Literature is that it constructs "imaginative geographies," fantasies of space that, in and through their circulation and consumption, come to define and limit what that space is and could potentially be. In this course, we will explore how such "imaginative geographies" unsettle the critical distinctions often drawn between the "aesthetics" of global literary texts that are non-mimetic and unrealistic and the "politics" of global literary texts that are more realistic in their representation of globalization. We will also pay close attention to what WJT Mitchell has called "watching seeing," or the ways that global narratives draw attention to the pre-existing visual and perceptual frameworks that encourage us to read them one way or another. Whether we are reading texts about momentous global events like the Arab Spring or a 19th century slave insurrection off the coast of Chile, or texts that explore more quotidian experiences such as sadomasochism in a hotel on the coast of Japan or the burlesque banality of Palestinian life in Nazareth, our goal in this course will be to examine how textual incitements to "watching seeing" contest dominant fantasies about what a given place is and can be beyond the cartographic abstractions and violently policed borders of the globalizing world. Readings will include novels by Ahmed Naji and Yoko Ogawa, films by Elia Suleiman and Hou Hsiao-Hsien, poetry by Solmaz Sharif, as well as the architectures of occupation and resistance in contemporary Palestine and at the US/Mexico partition wall.

Requirements/Evaluation: three papers and a series of writing assignments (including GLOW/Blog Posts) totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to complete a series of short writing assignments that will culminate in three formal papers: a close reading, a close reading that incorporates a peer-reviewed, secondary source, and a research paper developed through stages that will include a proposal, workshops, and editorial revision. Students will receive extensive feedback, written and oral, on their work, and there will be class time reserved for reviewing basic strategies for effective academic writing.

Difference, Power, and Equity Notes: This course examines the visual politics of global literature. That is, students will consider how conceptions of difference -of class, race, gender, ethnicity, and more - are produced, reproduced, and contested through narrative and aesthetics. This class will also examine the forms of dispossession, violence, and inequality generated by processes of globalization.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TR 2:35 pm - 3:50 pm Anuj Kapoor

ENGL 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available

plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

ENGL 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Primary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ENGL 307 (S) The Global City (DPE)

From Beijing to Bombay, Belfast to Gaza, and the favelas of São Paulo to the high rises of Dubai, some of the most dramatic urban transformations of the 21st century have occurred in former and current colonies. In this course, we will read a body of fiction and film from around the world in order to consider how the Global City, in the North and South alike, has been largely forged in the crucible of a colonial modernity that continues to shape and constrain the potentials for contemporary urban experience. We will read the city not just as a statically built architectural space, but {through} its dynamic, phantasmatic, and psycho-social infrastructures. We will explore the city from a variety of angles: as a highly volatile field of inclusion and exclusion, mobility and confinement, acceleration and continuity; an aspirational space that nurtures dreams, promises pleasure, and invites creativity as well as an indifferent space of disposability, rote habit, and percolating violence; a global nodal point of space-time compression that produces vacuous fields of space-time expansion at its margins; and, finally, as a topography networked into the abstracted and anonymous world of the capitalist market but also localized through informal circuits of economic and social exchange. While we will familiarize ourselves with key theorists of urban space such as Saskia Sassen and Abdou Malik Simone, our primary focus will be on how various narrative forms -- fictional, visual, and digital -- can illuminate aesthetic itineraries, deviant mobilities, and urban imaginaries whose claims to the Global City resist capture in economies of neoliberal development and necropolitical practices of securitization and counterinsurgency. Readings will include, among others, Aravind Adiga's *Last Man in Tower* (Bombay), Onjadki's *Transparent City* (Luanda), Xiaolu Guo's *Twenty Fragments of a Ravenous Youth* (Beijing), and Robert Omar Hamilton's *The City Always Wins* (Cairo).

Requirements/Evaluation: active class participation, blog/GLOW posts, three papers, and a final project/exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines how late colonial systems of power, inequality, and exclusion come to be organized in the space of the contemporary Global City. It also considers the forms of resistance, solidarity, and vernacular cosmopolitanism that emerge when the city is considered from the ground up, that is from the point of view of its economic, gendered, and racialized "others."

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Anuj Kapoor

ENGL 308 (F) Disposable Subjects (DPE)

According to the critical theorist Achille Mbembe, a defining characteristic of political power in the globalizing world of the 21st century is "the capacity to define who matters and who does not, who is *disposable* and who is not." For Mbembe, globalization is not only defined by a heightened awareness of an integrated and interdependent world, but also by the production of "death-worlds...in which vast populations are subjected to conditions of life conferring upon them the status of *living dead*." This course turns to a body of fiction and film from across the world that addresses these "death-worlds" and the disposable subjects who inhabit them. During the semester we will approach human disposability through a variety of critical lenses: neoliberal capitalism, late colonial occupation and counterinsurgency, as well as the policing of global difference in its many forms, including

ethnicity, gender, and caste. We will also consider the ways that necropolitics reproduce and globalize forms of sovereignty that have been historically exercised with impunity and without limits over indigenous peoples, the enslaved, and the colonized. All in all, our primary focus in this course will be on the ways that the texts we read unsettle and frustrate normative responses -- ethical, political, humanitarian -- to scenes of global suffering, protracted dispossession, and incessant violence. Readings will explore, among other topics, forced migrant labor in Saudi Arabia (Benyamin's *goat days*), the blurred lines between being and non-being in contemporary Palestinian life (Ibitsam Azem's *The Book of Disappearance*), and the global refugee "crisis" (Mohsin Hamid's *Exit West*).

Requirements/Evaluation: weekly reading responses on GLOW, active class participation, a close reading (2-3 pages) to be revised into a formal essay (5-6 pages), a final research project (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: In readings, seminar discussions, and written assignments students will examine the ethical and political implications that attend the representation of political violence in a body of 21st century fiction and film from across the world. Students will consider human disposability in the era of globalization through a variety of critical lenses: colonialism, capitalism, war and terror, as well as the policing of difference in its many forms including ethnicity, gender, and caste.

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Anuj Kapoor

ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Primary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 Cancelled

ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Primary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

ENGL 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Primary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENGL 375 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

ENGL 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Primary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

ENGL 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Primary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands*) and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances—intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Secondary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

ENVI 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

ENVI 234 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in

developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Samson

ENVI 246 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Primary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

ENVI 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Primary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of own bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

GBST 101 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's

ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

GBST 214 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

GBST 215 (F) Performance Ethnography (DPE)**Cross-listings:** DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215**Secondary Cross-listing**

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay**Prerequisites:** none**Enrollment Limit:** 15**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)**Cross-listings:** AMST 249 GBST 246 THEA 246**Secondary Cross-listing**

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** sophomores and juniors**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

GEOS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

GERM 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Primary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the

archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

GERM 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Primary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their

writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

HIST 103 (F) Growing up in Africa/Growing up African (DPE) (WS)

Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority--responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those

institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s-and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans' experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.

Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

Attributes: HIST Group A Electives - Africa

Fall 2019

TUT Section: T1 TBA Matthew Swagler

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Primary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 203 (F) Introduction to African History, 1800-Present (DPE)

This survey explores some of the major themes in the history of continental Africa since 1800. While prominent figures and major events will be covered, the course emphasizes the experience of African women and other groups of people who often faced marginalization at various points over the past two centuries. To paint a richer picture of this expansive history, historical scholarship will be studied alongside autobiographical testimonies, films, songs, music videos, and podcasts. The beginning of the course looks at the extremely diverse political, social, and cultural conditions that shaped the lives of people in Africa in the nineteenth century. Particular attention will be paid to the changes brought about during this time by the slave trades, the spread of Islam, and new forms of African political organization. The second section shifts to look at the impact of European imperialism and African responses to the imposition of colonial rule. We will examine how colonialism produced major changes in African societies, even as colonial authorities often insisted that Africans remain locked within a mythical, unchanging past. The third section of the course turns to the rise of anti-colonial struggles and the fall of formal colonialism and apartheid in Africa from the 1950s to 1990s. Lastly, we will assess the trajectories of postcolonial African societies, examining contemporary issues such as new expressions of religious faith, conflicts over wealth inequality and political power, cultural decolonization, and changing health and environmental realities in the twenty-first century.

Class Format: discussion

Requirements/Evaluation: three essays of 5-7 pages spaced evenly throughout the semester, a map quiz, discussion participation

Prerequisites: none; no prior knowledge of African history required; open to all students

Enrollment Limit: 40

Enrollment Preferences: students interested in History or Africana Studies

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the inequalities produced in Africa (and globally) by the international trade in African captives and later, the new structures of power and exploitation established under colonial rule. The class explores how race, gender, class, ethnicity,

and religion were pivotal to these forms of inequality in Africa, many of which persist today.

Attributes: HIST Group A Electives - Africa

Fall 2019

LEC Section: 01 W 7:00 pm - 9:40 pm Matthew Swagler

HIST 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

HIST 265 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

HIST 303 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

Cross-listings: HIST 303 ARAB 329

Secondary Cross-listing

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehliis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading

theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 303 (D2) ARAB 329 (D1)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

HIST 304 (S) Africa and the United States: From the Atlantic Slave Trade to Black Panther (DPE)

This course examines the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a Pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first is the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the "back to Africa" movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third theme is the deepening involvement of American missionaries, the US government and non-governmental organizations in Africa, which accelerated in the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa. The course will conclude with a consideration of the current state of Africa-US connections in light of the recent blockbuster film, Black Panther. Against this backdrop, students will engage in new research over the course of the semester on the history of Williams' historical links with Africa.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, two short papers (~4 pages), and a final research paper (6-8 pages)

Prerequisites: none, open to all students; some background in African history will be useful

Enrollment Limit: 25

Enrollment Preferences: History majors, Africana Studies concentrators, American Studies majors; seniors, juniors, sophomores; or first-year students with some background in African history

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the effects of racism and colonialism on different peoples of African descent and key episodes when Black solidarity was forged across great physical distance between the United States and Africa, as well as episodes where it was compromised (by forms of difference based on place of birth, language, religion, and class.) Through class readings, discussion, and the final group project, the course will help students assess what foundations have allowed for trans-Atlantic col

Attributes: HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada

Spring 2020

HIST 307 (S) Is Africa Poor? (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this debate-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have argued over the causes of poverty and inequality in Africa-and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa. Key issues of contemporary debate will include the role of state-centered development, privatization, resource extraction, foreign development aid, and climate change.

Class Format: discussion with organized debates

Requirements/Evaluation: discussion participation, map quiz, and multiple papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed-both between Africa and the rest of the world *and* within the African continent. Building on the wide-range of texts that we will analyze, the discussions and assignments will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Matthew Swagler

HIST 311 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Primary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Roger A. Kittleson

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 HIST 361

Primary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Primary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are

part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Scott Wong

HIST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: AMST 455 HIST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation,

curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Christine DeLucia

HIST 457 (S) Floridas (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Requirements/Evaluation: class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors and History majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African

Americans and Native people will be central to our investigation.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

HIST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

HIST 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020

TUT Section: T1 TBA Alexander Bevilacqua

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Primary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

JWST 217 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

JWST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Secondary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

LATS 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Primary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

LATS 222 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Primary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

LATS 316 (F) The Graphic Narrative: A "Global South" Perspective (DPE)

"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of

comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, *Introduction to Palestine* by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

SEM Section: 01 Cancelled

LATS 327 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Primary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of *mestizaje*, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Nelly A. Rosario

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Secondary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and

exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MUS 111 (F) Music Cultures of the World (DPE)

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: combined with discussion and workshops

Requirements/Evaluation: class attendance and participation, regular short writing assignments and projects, and a final paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Corinna S. Campbell

MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musical has played a major role in the

contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 222 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Primary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres--among them Afrobeat, kwaito, soukous, rāī, mbalax, Chimurenga music, and a variety of rap and hip-hop styles--are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana

Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 279 (S) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm W. Anthony Sheppard

PHIL 321 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Primary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant

exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 02 TF 2:35 pm - 3:50 pm Kiaran Honderich

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.

Attributes: PHLH Nutrition, Food Security+Environmental Health

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

PHYS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Primary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Secondary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

PSCI 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the concept of power; from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

REL 239 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

REL 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Primary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that

mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

REL 276 (S) Islam and Capitalism (DPE)

Islam's relationship with capitalism, in popular media as well as mainstream scholarship, is often posed as a question of compatibility. "Is Islam compatible with capitalism?" experts ask. The question itself rests on historical, epistemic, and moral premises that frame Islam and capitalism as distinct categories of comparison. Their juxtaposition, however, is beset with conceptual difficulty and anachronism: do religion and economics overlap, or do they demarcate discrete configurations of reality? Does religion latently influence economics or has capitalism subsumed all forms of spirituality? Is Islam's regulation of commercial conduct a symptom of insufficient modernization? Conversely, is faith in the rationality of free markets akin to religious belief? What makes Islamic values, rituals, and institutions "religious" and those of capitalism "secular"? What are the historical conditions, disciplinary practices, and forms of desire that have led to the articulation of "homoislamicus" as a rival to the "homoeconomicus" of consumer capitalism? Finally, how do Islamic conceptions of human prosperity, socioeconomic justice, and ecological preservation relate to neoliberalism, socialism, and other religious traditions? We will explore these questions and unpack their underlying assumptions through the disciplinary frameworks of religious studies, history, and anthropology. Students will develop a critical appreciation of both Islam and capitalism as complex assemblages of cultural, institutional, and discursive formations with intersecting genealogies. In addition to thinking critically about religion and economy as conceptual categories, students will acquire a concrete understanding of the Sharī'a, its commercial laws and institutions. Students will also examine the history of Muslim societies through economic regimes of agrarianism, mercantilism, extractive/settler colonialism, postcolonial development, petrodollar capitalism, and modern Islamic finance.

Class Format: students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who will be assisted by the instructor

Requirements/Evaluation: weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Sohaib I. Khan

REL 279 (S) What is the Shari'a? Law, Power, and Ethics in Islam (DPE)

Discussions of the Shari'a or Islamic law in American public discourse conjure images of veiled women, girls barred from attending school, and public spectacles of flogging and stoning to death. Such a caricature of Islamic law as a medieval but draconian penal code elicits public fear and state suspicion. In the West, legislative measures are taken to curb the Shari'a's perceived threat to security, democracy, and human rights. On the other hand, Islamists seek to harness the Shari'a as an instrument of political legitimacy and authoritarian rule. Both instances reify the Shari'a in ways that erode its regional diversity, intellectual versatility, and socially embedded practices and modes of interpretation. This course offers an in-depth

introduction to the Shari'a through an examination of major themes in its substantive content and historical evolution. While students will gain an integrated view of the Shari'a from its origins in 7th century Arabia to the modern era, our primary emphasis will be on the Shari'a's tumultuous relationship with liberal democracy and the secular nation-state. Students will probe the history of the Shari'a's present by pursuing a genealogical inquiry in two parts: (a) precolonial, and (b) postcolonial. Module (a) comprises Islamic legal theory, its scriptural sources, and the formation of schools of jurisprudence; Shari'a governance in the imperial age; and the institution of slavery. Module (b) covers colonial transformations and reforms; state-sponsored projects of restoration and codification; blasphemy and religious minorities; and gender and sexuality. Apart from learning substantive content through the course of our genealogical inquiry, students will also develop a theoretical foundation in anthropological approaches to the study of Islam as law (discursive tradition, symbolism, custom), power (sovereignty, discipline, biopolitics), and as ethics (subjectivity, self-cultivation, ordinary ethics).

Class Format: students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who will be assisted by the instructor

Requirements/Evaluation: weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course exposes students to the diversity of Islamic legal interpretations on questions of gender, sexuality, and religious freedom across a variety of regions and cultures. Students gain a critical appreciation of how present-day authoritative readings of Islamic law, its punitive practices and legalized forms of gender discrimination are sanctioned by patriarchal norms, the colonial construction of Islam as a scriptural religion, and regulatory powers of the modern state.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Sohaib I. Khan

REL 314 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and

religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

REL 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Primary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

RLFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Primary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RUSS 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Primary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the

"Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about

how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Secondary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

STS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

STS 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and

mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

STS 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2020

SEM Section: 01 Cancelled

STS 370 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

STS 413 (F) Feminist Technoscience (DPE)**Cross-listings:** WGSS 413 STS 413**Primary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)**Prerequisites:** none**Enrollment Limit:** 12**Enrollment Preferences:** Science and Technology Studies concentrators**Expected Class Size:** 12**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.**Attributes:** STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

THEA 150 (S) The Broadway Musical (DPE)**Cross-listings:** MUS 150 THEA 150**Secondary Cross-listing**

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as *Showboat*, *Oklahoma!*, *Guys and Dolls*, *West Side Story*, *Hair*, *Rent*, and *Hamilton*.

Class Format: discussion**Requirements/Evaluation:** a midterm, a brief paper, an 8-page paper, and a final exam**Prerequisites:** none**Enrollment Limit:** 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

THEA 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

THEA 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race,

gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

THEA 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Primary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

THEA 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic

studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

THEA 338 (S) Persona (DPE)

Cross-listings: ARTS 338 THEA 338

Secondary Cross-listing

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Requirements/Evaluation: timely completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend lectures and class trips

Prerequisites: some experience with studio art courses, art history courses, performance experience, or consent of the instructor

Enrollment Limit: 10

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 W 10:00 am - 12:15 pm Thursday Org Mtg 8:00 pm - 8:25 pm Allana M. Clarke

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: mix of lecture and seminar meetings

Requirements/Evaluation: two short papers, research proposal and final paper; participation

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

SEM Section: 02 TF 2:35 pm - 3:50 pm Kai M. Green

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

SEM Section: 02 MR 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

WGSS 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Secondary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

WGSS 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and

sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: short papers, possible creative assignments, final essay exam

Prerequisites: none, though WGSS 101 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Vivian L. Huang

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kai M. Green

WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also

include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

WGSS 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the concept of power; from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 263 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Primary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Primary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them

understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 318 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Primary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

WGSS 322 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Secondary Cross-listing

"Dare to know! Have courage to use your own reason--that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of

Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

WGSS 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Secondary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

WGSS 346 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Primary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

WGSS 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

WGSS 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the

nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like

Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

Difference, Power, and Equity

AFR 105 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Cross-listings: AFR 105 ARTH 104

Secondary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 105 (D2) ARTH 104 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

AFR 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably

tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

AFR 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darius Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely

comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AFR 223 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Secondary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

AFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Secondary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone.

It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

AFR 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

AFR 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

AFR 331 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AFR 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

AFR 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Secondary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print

"counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 Cancelled

AFR 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of

communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Roger A. Kittleson

AFR 357 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each

type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Dorothy J. Wang

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Cassandra J. Cleghorn

AMST 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

AMST 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Secondary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

AMST 126 (F) Black Literature Matters (DPE) (WS)**Cross-listings:** ENGL 126 AFR 126 AMST 126**Secondary Cross-listing**

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.**Difference, Power, and Equity Notes:** Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AMST 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)**Cross-listings:** AMST 142 STS 142**Primary Cross-listing**

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing**Prerequisites:** permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

TUT Section: T1 TBA Eli Nelson

AMST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Secondary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 209 (F) Introduction to Black, Brown, and Queer Theory (DPE)

Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

Requirements/Evaluation: attendance and class participation, two 4-page reflection papers, and a final creative project (TBD with instructor) or take-home exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Eli Nelson

AMST 213 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

AMST 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have

necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AMST 223 (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture (DPE)

"War is probably the single most powerful instrument of dietary change in human experience." --Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media, and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

Requirements/Evaluation: participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

Prerequisites: AMST 101

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Anthony Y. Kim

AMST 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

AMST 245 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the

"Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

AMST 327 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

AMST 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written

accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

AMST 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

AMST 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Secondary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019

SEM Section: 01 Cancelled

AMST 347 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Secondary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

AMST 350 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AMST 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Primary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2020

SEM Section: 01 Cancelled

AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 HIST 361

Secondary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

AMST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Secondary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Scott Wong

AMST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

AMST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: AMST 455 HIST 455

Secondary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Christine DeLucia

AMST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Secondary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

ANTH 101 (F)(S) How to Be Human (DPE)

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

Class Format: discussion of case studies and ethnographic films

Requirements/Evaluation: two short essays, a final examination and class participation

Prerequisites: first-year students and sophomores

Enrollment Limit: 30

Enrollment Preferences: first-year students; sophomores may enroll if there is room

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Peter Just

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel Lee

ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

ANTH 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

ANTH 240 (S) Work as a Cultural System (DPE)

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

Requirements/Evaluation: students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Peter Just

ANTH 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay

particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ANTH 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Primary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

ARAB 207 (F) The Modern Middle East (DPE)**Cross-listings:** HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam**Prerequisites:** none**Enrollment Limit:** 40**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled**Expected Class Size:** 30-40**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE)**Cross-listings:** HIST 211 ARAB 211**Secondary Cross-listing**

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project**Prerequisites:** none**Enrollment Limit:** 40**Enrollment Preferences:** History and Arabic Studies majors**Expected Class Size:** 25**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

ARAB 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Secondary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their cultural competence. Using al-Kitaad as well as a variety of authentic written and audiovisual materials to immerse students in Arabic language and culture, the course will allow students to achieve an advanced grammatical, cultural and oral proficiency in Modern Standard Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments entirely in Arabic.

Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam

Prerequisites: ARAB 202

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will understand the relations of power between the different varieties of Arabic language. Students will grasp the gendered aspects of Arabic language and understand how it relates to English. Through their engagement with Arabic texts and audiovisual materials, students will deconstruct cultural and sociopolitical issues that are directly related to the environment, society, politics, and power.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language; students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will learn about gender relations and power dynamics in the Arabic-speaking region; students will produce projects that address language politics, colonialism, sexism, feminism, and environmental issues in the Maghreb and the Middle East; and students will acquire the language necessary to discuss diverse topics related to power, gender, and the environment, such as recycling, new economies, and changing gender roles in society.

Spring 2020

LEC Section: 01 F 10:00 am - 10:50 am TR 11:15 am - 12:30 pm Brahim El Guabli

ARAB 329 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehlis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Fall 2019

SEM Section: 01 Cancelled

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israélite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which

historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

ARTH 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE)

Cross-listings: ASST 103 ARTH 103

Primary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: limited number of class discussion, some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa (DPE)

Cross-listings: AFR 105 ARTH 104

Primary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation: three 2-page response papers, class journal on WCMA objects lab, midterm exam and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Art History and African Studies majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 105 (D2) ARTH 104 (D1)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Michelle M. Apotsos

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past

to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 210 (F) Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present (DPE)

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latina/o art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latina/o artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latina/o artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

Requirements/Evaluation: midterm exam and non-cumulative final exam, weekly short reading responses, attendance, and active participation

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latina/o art in the canon of Western art history. The course also centers on contextualizing Latin American and Latina/o artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: discussion

Requirements/Evaluation: midterm, Glow posts, term project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Holly Edwards

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the

cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

ARTH 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: AMST 344 ARTH 344

Primary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

Requirements/Evaluation: participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 344 (D2) ARTH 344 (D1)

Difference, Power, and Equity Notes: This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Fall 2019

SEM Section: 01 Cancelled

ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Primary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

ARTS 338 (S) Persona (DPE)

Cross-listings: ARTS 338 THEA 338

Primary Cross-listing

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The Art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Requirements/Evaluation: timely completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend lectures and class trips

Prerequisites: some experience with studio art courses, art history courses, performance experience, or consent of the instructor

Enrollment Limit: 10

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 W 10:00 am - 12:15 pm Thursday Org Mtg 8:00 pm - 8:25 pm Allana M. Clarke

ASST 103 (S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (DPE)

Cross-listings: ASST 103 ARTH 103

Secondary Cross-listing

Moving chronologically and thematically, this course surveys the history of Asian art from the Bronze Age to the globalizing art worlds in the present day with particular emphasis on India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, analytical techniques, and patterns of thinking needed for advanced art history courses. Topics include visualizing imperial power; temple architecture and rituals; sexual symbolism in Buddhist and Hindu art; nature or landscape painting as moral and political rhetoric; literati theory and practice in art; modes of visual narration; politicizing Zen Buddhism and its related practices in Japan's samurai culture; and the sex industry and kabuki theater and their art in Edo Japan. While each class session will explore unique and region-specific cultural formations and artistic developments, a strong emphasis will be also placed on the interconnectedness, through trade; movement of objects; pilgrimage; and diplomacy and war, not only among these three distinctively different Asian cultures, but their respective interactions with the West (Key words: Chinoiserie, Japonisme, Company painting, perspective picture). The methodology used is intended to dispute the idea of a single, stable identity of "Asia," "Asian art," or "Asian culture" that has dominated the Western narratives throughout history, and to call attention to the variety of cultures and cultural encounters at different times in history that contributed to what we currently think of as "India and its art and culture," "China and its art and culture," and "Japan and its art and culture." (Persian, Mesopotamian, and European influences on Indian art and its culture, for example.)

Class Format: limited number of class discussion, some classes may be conducted at WCMA

Requirements/Evaluation: four required textbooks; three quizzes; one response paper 3-4 pages; two writing assignments 4-6 pages; class attendance

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Art History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Writing Skills Notes: One reading response paper (3-4 pages); first writing assignment (4-5 pages); and second writing assignment (5-6 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Topics discussed in class encourage students to confront and reflect on the operations of difference, power, and equity within and among Asian cultures. Examples include the relationships between political power, ritual, and the creation and use of artworks; style as a function of social class (elite arts, popular arts, professional court style vs. literati amateur style, etc.); the sex trade and its portrayal in popular Japanese prints; the modernization or Westernization of Asian societies.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ju-Yu Scarlett Jang

ASST 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ASST 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training,

schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ASST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Secondary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Primary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion--living a life of seclusion from society--in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state--to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course

as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

COMP 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamila Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Secondary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and

aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

COMP 257 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

COMP 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Primary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

COMP 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Primary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey

around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with

suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

COMP 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

COMP 342 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look

at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

COMP 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

COMP 387 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora

and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Primary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or

dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

COMP 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Secondary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

DANC 214 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Primary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from

different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

DANC 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Primary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

DANC 226 (S) Gender and the Dancing Body (DPE)**Cross-listings:** AMST 226 THEA 226 DANC 226 WGSS 226**Primary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** WGSS majors**Expected Class Size:** 10-15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

DANC 267 (S) Performance Studies: An Introduction (DPE)**Cross-listings:** WGSS 267 DANC 267 THEA 267 COMP 267**Secondary Cross-listing**

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** Comparative Literature majors**Expected Class Size:** 15**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

ECON 204 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Primary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Samson

ECON 257 (S) The Economics of Race (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Requirements/Evaluation: exams, papers, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Owen Thompson

ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

ENGL 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Primary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

ENGL 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Primary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical

interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

ENGL 134 (F) Contemporary US Literature, Postcolonial Studies, & The Politics of Culture in the Age of Trump (DPE) (WS)

In this course we will read a handful of contemporary US novels and explore whether postcolonial theory can provide a critical vocabulary that helps situate the "others" of contemporary nationalism in an intersectional framework. From the enduring legacies and ongoing violence of settler colonial genocide and transatlantic slavery to the xenophobic disregard for human life during the war in Iraq and the current war on immigrants, we will consider how these novels expose the deeply engrained forms of racism, fear, privilege, and paranoia that subtend dominant discourses of US nationalism in the age of Trump. Over the course of the semester, we will explore the power and allure of this exclusionary nationalism as well as how it is constructed and reproduced through cultural fantasies such as American innocence and exceptionalism, the American dream, and the American frontier. We will pay equally close attention to the ways that the works we read radically unsettle the conceptual borders of geographical space and historical time that regulate who is included and who is excluded from -- to use Benedict Anderson's influential formulation -- the "imagined political community" of the United States. Readings will include *There There* by Tommy Orange, *Signs Preceding the End of the World* by Yuri Herrera, *Homegoing* by Yaa Gyasi, and *The Book of Collateral Damage* by Sinan Antoon.

Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing including three papers, a revision of one paper with editorial changes explained in endnotes, as well as two editorial responses to the work of another student. In addition to two in-class workshops, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Difference, Power, and Equity Notes: In course readings, written assignments, and seminar discussions, students will address contemporary debates related to US nationalism and its "others." During the semester students will consider the disturbing normalization of white nationalism as well as the imperatives of thinking about collectivity and self/other relations beyond assimilative understandings of diversity and multiculturalism.

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Anuj Kapoor

ENGL 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Primary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

ENGL 206 (F) We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language (DPE) (WS)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Requirements/Evaluation: four short papers (5 pages), a presentation, and a final research project

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

Attributes: ASAM Related Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2019

SEM Section: 01 Cancelled

ENGL 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Primary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 246 (S) The Love of Literature (DPE) (WS)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue *The Symposium* to the Christian love of Paul's epistles; the Romantic love of Goethe's *Elective Affinities* to the modern love of Woolf's *To the Lighthouse* and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Requirements/Evaluation: three papers of increasing length and complexity, totaling 20 pages of finished writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: those interested in majoring in English

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

Difference, Power, and Equity Notes: The course materials and discussion emphasizes questions of gender, sexuality, and race.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

ENGL 252 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Secondary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting,

structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

ENGL 254 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Primary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

ENGL 264 (S) Introduction to Global Literature & Film: Narrative, Aesthetics, & The Politics of Visual Culture (DPE) (WS)

One defining feature of Global Literature is that it addresses some aspect of globalization, whether it is the transnational flow of cultures, commodities, and capital, or an increased awareness of an interdependent world. But what do we "see" when we watch films or read books about places we've never been, events we've never lived through, or people we've never met? As Edward Said has noted, another defining feature of Global Literature is that it constructs "imaginative geographies," fantasies of space that, in and through their circulation and consumption, come to define and limit what that space is and could potentially be. In this course, we will explore how such "imaginative geographies" unsettle the critical distinctions often drawn between the "aesthetics" of global literary texts that are non-mimetic and unrealistic and the "politics" of global literary texts that are more realistic in their representation of globalization. We will also pay close attention to what WJT Mitchell has called "watching seeing," or the ways that global narratives draw attention to the pre-existing visual and perceptual frameworks that encourage us to read them one way or another. Whether we are reading texts about momentous global events like the Arab Spring or a 19th century slave insurrection off the coast of Chile, or texts that explore more quotidian experiences such as sadomasochism in a hotel on the coast of Japan or the burlesque banality of Palestinian life in Nazareth, our goal in this course will be to examine how textual incitements to "watching seeing" contest dominant fantasies about what a given place is and can be beyond the cartographic abstractions and violently policed borders of the globalizing world. Readings will include novels by Ahmed Naji and Yoko Ogawa, films by Elia Suleiman and Hou Hsiao-Hsien, poetry by Solmaz Sharif, as well as the architectures of occupation and resistance in contemporary Palestine and at the US/Mexico partition wall.

Requirements/Evaluation: three papers and a series of writing assignments (including GLOW/Blog Posts) totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to complete a series of short writing assignments that will culminate in three formal papers: a close reading, a close reading that incorporates a peer-reviewed, secondary source, and a research paper developed through stages that will include a proposal, workshops, and editorial revision. Students will receive extensive feedback, written and oral, on their work, and there will be class time reserved for reviewing basic strategies for effective academic writing.

Difference, Power, and Equity Notes: This course examines the visual politics of global literature. That is, students will consider how conceptions of difference -of class, race, gender, ethnicity, and more - are produced, reproduced, and contested through narrative and aesthetics. This class will also examine the forms of dispossession, violence, and inequality generated by processes of globalization.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TR 2:35 pm - 3:50 pm Anuj Kapoor

ENGL 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey

around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

ENGL 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Primary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ENGL 307 (S) The Global City (DPE)

From Beijing to Bombay, Belfast to Gaza, and the favelas of São Paulo to the high rises of Dubai, some of the most dramatic urban transformations of the 21st century have occurred in former and current colonies. In this course, we will read a body of fiction and film from around the world in order to consider how the Global City, in the North and South alike, has been largely forged in the crucible of a colonial modernity that continues to shape and constrain the potentials for contemporary urban experience. We will read the city not just as a statically built architectural space, but {through} its dynamic, phantasmatic, and psycho-social infrastructures. We will explore the city from a variety of angles: as a highly volatile field of inclusion and exclusion, mobility and confinement, acceleration and continuity; an aspirational space that nurtures dreams, promises pleasure, and invites creativity as well as an indifferent space of disposability, rote habit, and percolating violence; a global nodal point of space-time compression that produces vacuous fields of space-time expansion at its margins; and, finally, as a topography networked into the abstracted and anonymous world of the capitalist market but also localized through informal circuits of economic and social exchange. While we will familiarize ourselves with key theorists of urban space such as Saskia Sassen and Abdou Malik Simone, our primary focus will be on how various narrative forms -- fictional, visual, and digital -- can illuminate aesthetic itineraries, deviant mobilities, and urban imaginaries whose claims to the Global City resist capture in economies of neoliberal development and necropolitical practices of securitization and counterinsurgency. Readings will include, among others, Aravind Adiga's *Last Man in Tower* (Bombay), Onjadki's *Transparent City* (Luanda), Xiaolu Guo's *Twenty Fragments of a Ravenous Youth* (Beijing), and Robert Omar Hamilton's *The City Always Wins* (Cairo).

Requirements/Evaluation: active class participation, blog/GLOW posts, three papers, and a final project/exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines how late colonial systems of power, inequality, and exclusion come to be organized in the space of the contemporary Global City. It also considers the forms of resistance, solidarity, and vernacular cosmopolitanism that emerge when the city is considered from the ground up, that is from the point of view of its economic, gendered, and racialized "others."

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Anuj Kapoor

ENGL 308 (F) Disposable Subjects (DPE)

According to the critical theorist Achille Mbembe, a defining characteristic of political power in the globalizing world of the 21st century is "the capacity to define who matters and who does not, who is *disposable* and who is not." For Mbembe, globalization is not only defined by a heightened awareness of an integrated and interdependent world, but also by the production of "death-worlds...in which vast populations are subjected to conditions of life conferring upon them the status of *living dead*." This course turns to a body of fiction and film from across the world that addresses these "death-worlds" and the disposable subjects who inhabit them. During the semester we will approach human disposability through a variety of critical lenses: neoliberal capitalism, late colonial occupation and counterinsurgency, as well as the policing of global difference in its many forms, including ethnicity, gender, and caste. We will also consider the ways that necropolitics reproduce and globalize forms of sovereignty that have been historically exercised with impunity and without limits over indigenous peoples, the enslaved, and the colonized. All in all, our primary focus in this course will be on the ways that the texts we read unsettle and frustrate normative responses -- ethical, political, humanitarian -- to scenes of global suffering, protracted dispossession, and incessant violence. Readings will explore, among other topics, forced migrant labor in Saudi Arabia (Benyamin's *goat days*), the blurred lines between being and non-being in contemporary Palestinian life (Ibitsam Azem's *The Book of Disappearance*), and the global refugee "crisis" (Mohsin Hamid's *Exit West*).

Requirements/Evaluation: weekly reading responses on GLOW, active class participation, a close reading (2-3 pages) to be revised into a formal

essay (5-6 pages), a final research project (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: In readings, seminar discussions, and written assignments students will examine the ethical and political implications that attend the representation of political violence in a body of 21st century fiction and film from across the world. Students will consider human disposability in the era of globalization through a variety of critical lenses: colonialism, capitalism, war and terror, as well as the policing of difference in its many forms including ethnicity, gender, and caste.

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Anuj Kapoor

ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Primary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 Cancelled

ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Primary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

ENGL 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Primary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENGL 375 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

ENGL 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Primary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction

and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

ENGL 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Primary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is

inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Secondary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

ENVI 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based

content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

ENVI 234 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Samson

ENVI 246 (F) Race, Power, & Food History (DPE)**Cross-listings:** HIST 265 AMST 245 ENVI 246**Primary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** Environmental Studies majors and concentrators**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity**Attributes:** ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

ENVI 250 (S) Environmental Justice (DPE)**Cross-listings:** ENVI 250 STS 250**Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay**Prerequisites:** ENVI 101 or permission of the instructor**Enrollment Limit:** 12**Enrollment Preferences:** Environmental Studies concentrators**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our own bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary

Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular

attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

GBST 101 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

GBST 214 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

GBST 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i)

critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

GEOS 106 (F) Being Human in STEM (DPE)**Cross-listings:** GEOS 106 PHYS 106 STS 106**Secondary Cross-listing**

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)**Requirements/Evaluation:** short response papers, class discussion participation, leading class discussions, group work, and final project**Enrollment Limit:** 15**Enrollment Preferences:** DIV III majors; statement of interest may be requested**Expected Class Size:** 15**Grading:** no pass/fail option, yes fifth course option**Unit Notes:** does not count towards GEOS or PHYS major credit**Distributions:** (D3) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

GERM 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)**Cross-listings:** COMP 280 JWST 280 GERM 280**Primary Cross-listing**

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** German and Comparative Literature majors**Expected Class Size:** 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

GERM 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Primary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory exorcism of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

HIST 103 (F) Growing up in Africa/Growing up African (DPE) (WS)

Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority--responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s--and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans' experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.

Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

Attributes: HIST Group A Electives - Africa

Fall 2019

TUT Section: T1 TBA Matthew Swagler

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Primary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 203 (F) Introduction to African History, 1800-Present (DPE)

This survey explores some of the major themes in the history of continental Africa since 1800. While prominent figures and major events will be covered, the course emphasizes the experience of African women and other groups of people who often faced marginalization at various points over the past two centuries. To paint a richer picture of this expansive history, historical scholarship will be studied alongside autobiographical testimonies, films, songs, music videos, and podcasts. The beginning of the course looks at the extremely diverse political, social, and cultural conditions that shaped the lives of people in Africa in the nineteenth century. Particular attention will be paid to the changes brought about during this time by the slave trades, the spread of Islam, and new forms of African political organization. The second section shifts to look at the impact of European imperialism and African responses to the imposition of colonial rule. We will examine how colonialism produced major changes in African societies, even as colonial authorities often insisted that Africans remain locked within a mythical, unchanging past. The third section of the course turns to the rise of anti-colonial struggles and the fall of formal colonialism and apartheid in Africa from the 1950s to 1990s. Lastly, we will assess the trajectories of postcolonial African societies, examining contemporary issues such as new expressions of religious faith, conflicts over wealth inequality and political power, cultural decolonization, and changing health and environmental realities in the twenty-first century.

Class Format: discussion

Requirements/Evaluation: three essays of 5-7 pages spaced evenly throughout the semester, a map quiz, discussion participation

Prerequisites: none; no prior knowledge of African history required; open to all students

Enrollment Limit: 40

Enrollment Preferences: students interested in History or Africana Studies

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the inequalities produced in Africa (and globally) by the international trade in African captives and later, the new structures of power and exploitation established under colonial rule. The class explores how race, gender, class, ethnicity, and religion were pivotal to these forms of inequality in Africa, many of which persist today.

Attributes: HIST Group A Electives - Africa

Fall 2019

LEC Section: 01 W 7:00 pm - 9:40 pm Matthew Swagler

HIST 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess

the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

HIST 265 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental

transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

HIST 303 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

Cross-listings: HIST 303 ARAB 329

Secondary Cross-listing

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehli's Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 303 (D2) ARAB 329 (D1)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

HIST 304 (S) Africa and the United States: From the Atlantic Slave Trade to Black Panther (DPE)

This course examines the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a Pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first is the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the "back to Africa" movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third theme is the deepening involvement of American missionaries, the US government and non-governmental organizations in Africa, which accelerated in the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa. The course will conclude with a consideration of the current state of Africa-US connections in light of the recent blockbuster film, Black Panther. Against this backdrop, students will engage in new research over the course of the semester on the history of Williams' historical links with Africa.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, two short papers (~4 pages), and a final research paper (6-8 pages)

Prerequisites: none, open to all students; some background in African history will be useful

Enrollment Limit: 25

Enrollment Preferences: History majors, Africana Studies concentrators, American Studies majors; seniors, juniors, sophomores; or first-year students with some background in African history

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the effects of racism and colonialism on different peoples of African descent and key episodes when Black solidarity was forged across great physical distance between the United States and Africa, as well as episodes where it was compromised (by forms of difference based on place of birth, language, religion, and class.) Through class readings, discussion, and the final group project, the course will help students assess what foundations have allowed for trans-Atlantic col

Attributes: HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Matthew Swagler

HIST 307 (S) Is Africa Poor? (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this debate-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have argued over the causes of poverty and inequality in Africa-and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade,

colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa. Key issues of contemporary debate will include the role of state-centered development, privatization, resource extraction, foreign development aid, and climate change.

Class Format: discussion with organized debates

Requirements/Evaluation: discussion participation, map quiz, and multiple papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed-both between Africa and the rest of the world *and* within the African continent. Building on the wide-range of texts that we will analyze, the discussions and assignments will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Matthew Swagler

HIST 311 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Primary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Roger A. Kittleson

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 HIST 361

Primary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Primary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Scott Wong

HIST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: AMST 455 HIST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Christine DeLucia

HIST 457 (S) Floridas (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Requirements/Evaluation: class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors and History majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

HIST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

HIST 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020

TUT Section: T1 TBA Alexander Bevilacqua

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Primary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

JWST 217 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

JWST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Secondary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of

economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

LATS 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Primary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This courses encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts.

Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

LATS 222 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Primary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

LATS 316 (F) The Graphic Narrative: A "Global South" Perspective (DPE)

"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, *Introduction to Palestine* by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

SEM Section: 01 Cancelled

LATS 327 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Primary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Nelly A. Rosario

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Secondary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of

different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MUS 111 (F) Music Cultures of the World (DPE)

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: combined with discussion and workshops

Requirements/Evaluation: class attendance and participation, regular short writing assignments and projects, and a final paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Corinna S. Campbell

MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 222 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Primary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 279 (S) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm W. Anthony Sheppard

PHIL 321 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Primary Cross-listing

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2020

SEM Section: 02 TF 2:35 pm - 3:50 pm Kiaran Honderich

SEM Section: 01 TF 1:10 pm - 2:25 pm Kiaran Honderich

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition

beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.

Attributes: PHLH Nutrition, Food Security+Environmental Health

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

PHYS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Primary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students

will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Secondary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

PSCI 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How

can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

REL 239 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

REL 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Primary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings

include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on

each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

REL 276 (S) Islam and Capitalism (DPE)

Islam's relationship with capitalism, in popular media as well as mainstream scholarship, is often posed as a question of compatibility. "Is Islam compatible with capitalism?" experts ask. The question itself rests on historical, epistemic, and moral premises that frame Islam and capitalism as distinct categories of comparison. Their juxtaposition, however, is beset with conceptual difficulty and anachronism: do religion and economics overlap, or do they demarcate discrete configurations of reality? Does religion latently influence economics or has capitalism subsumed all forms of spirituality? Is Islam's regulation of commercial conduct a symptom of insufficient modernization? Conversely, is faith in the rationality of free markets akin to religious belief? What makes Islamic values, rituals, and institutions "religious" and those of capitalism "secular"? What are the historical conditions, disciplinary practices, and forms of desire that have led to the articulation of "homoislamicus" as a rival to the "homoeconomicus" of consumer capitalism? Finally, how do Islamic conceptions of human prosperity, socioeconomic justice, and ecological preservation relate to neoliberalism, socialism, and other religious traditions? We will explore these questions and unpack their underlying assumptions through the disciplinary frameworks of religious studies, history, and anthropology. Students will develop a critical appreciation of both Islam and capitalism as complex assemblages of cultural, institutional, and discursive formations with intersecting genealogies. In addition to thinking critically about religion and economy as conceptual categories, students will acquire a concrete understanding of the Shari'a, its commercial laws and institutions. Students will also examine the history of Muslim societies through economic regimes of agrarianism, mercantilism, extractive/settler colonialism, postcolonial development, petrodollar capitalism, and modern Islamic finance.

Class Format: students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who will be assisted by the instructor

Requirements/Evaluation: weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Sohaib I. Khan

REL 279 (S) What is the Shari'a? Law, Power, and Ethics in Islam (DPE)

Discussions of the Shari'a or Islamic law in American public discourse conjure images of veiled women, girls barred from attending school, and public spectacles of flogging and stoning to death. Such a caricature of Islamic law as a medieval but draconian penal code elicits public fear and state suspicion. In the West, legislative measures are taken to curb the Shari'a's perceived threat to security, democracy, and human rights. On the other hand, Islamists seek to harness the Shari'a as an instrument of political legitimacy and authoritarian rule. Both instances reify the Shari'a in ways that erode its regional diversity, intellectual versatility, and socially embedded practices and modes of interpretation. This course offers an in-depth introduction to the Shari'a through an examination of major themes in its substantive content and historical evolution. While students will gain an integrated view of the Shari'a from its origins in 7th century Arabia to the modern era, our primary emphasis will be on the Shari'a's tumultuous relationship with liberal democracy and the secular nation-state. Students will probe the history of the Shari'a's present by pursuing a genealogical inquiry in two parts: (a) precolonial, and (b) postcolonial. Module (a) comprises Islamic legal theory, its scriptural sources, and the formation of schools of jurisprudence; Shari'a governance in the imperial age; and the institution of slavery. Module (b) covers colonial transformations and reforms; state-sponsored projects of restoration and codification; blasphemy and religious minorities; and gender and sexuality. Apart from learning substantive content through the course of our genealogical inquiry, students will also develop a theoretical foundation in anthropological approaches to the study of Islam as law (discursive tradition, symbolism, custom), power (sovereignty, discipline, biopolitics), and as ethics (subjectivity, self-cultivation, ordinary ethics).

Class Format: students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who will be assisted by the instructor

Requirements/Evaluation: weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course exposes students to the diversity of Islamic legal interpretations on questions of gender, sexuality, and religious freedom across a variety of regions and cultures. Students gain a critical appreciation of how present-day authoritative readings of Islamic law, its punitive practices and legalized forms of gender discrimination are sanctioned by patriarchal norms, the colonial construction of Islam as a scriptural religion, and regulatory powers of the modern state.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Sohaib I. Khan

REL 314 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

REL 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Primary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

RLFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Primary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RUSS 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Primary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance

addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Secondary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

STS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

TUT Section: T1 TBA Eli Nelson

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data

on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African

continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

STS 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human

minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

STS 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2020

SEM Section: 01 Cancelled

STS 370 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

STS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and

epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

THEA 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as *Showboat*, *Oklahoma!*, *Guys and Dolls*, *West Side Story*, *Hair*, *Rent*, and *Hamilton*.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped,

and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

THEA 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

THEA 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

THEA 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Primary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

THEA 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

THEA 338 (S) Persona (DPE)**Cross-listings:** ARTS 338 THEA 338**Secondary Cross-listing**

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The Art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Requirements/Evaluation: timely completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend lectures and class trips

Prerequisites: some experience with studio art courses, art history courses, performance experience, or consent of the instructor

Enrollment Limit: 10

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 W 10:00 am - 12:15 pm Thursday Org Mtg 8:00 pm - 8:25 pm Allana M. Clarke

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: mix of lecture and seminar meetings

Requirements/Evaluation: two short papers, research proposal and final paper; participation

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 02 TF 2:35 pm - 3:50 pm Kai M. Green

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

SEM Section: 02 MR 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course

employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

WGSS 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Secondary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

WGSS 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in

text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamila Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines

and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: short papers, possible creative assignments, final essay exam

Prerequisites: none, though WGSS 101 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Vivian L. Huang

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kai M. Green

WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darius Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

WGSS 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the

concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 263 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Primary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and

mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Primary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 318 (S) Black Masculinities (DPE)**Cross-listings:** AMST 350 ENGL 375 WGSS 318 AFR 331**Primary Cross-listing**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** WGSS Majors will get preference, then Juniors and Seniors**Expected Class Size:** 14**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

WGSS 322 (F) Introduction to Critical Theory (DPE) (WS)**Cross-listings:** WGSS 322 PHIL 321**Secondary Cross-listing**

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor**Requirements/Evaluation:** each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

WGSS 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Secondary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

WGSS 346 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Primary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

WGSS 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing

others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

WGSS 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

ECONOMICS (Div II)

Chair: Professor Lara Shore-Sheppard

- Quamrul H. Ashraf, Professor of Economics
- Jon M. Bakija, W. Van Alan Clark '41 Third Century Professor in the Social Sciences; on leave Spring 2020
- Ralph M. Bradburd, David A. Wells Professor of Political Economy
- Gerard Caprio, William Brough Professor of Economics
- Gregory P. Casey, Assistant Professor of Economics
- Ralph Chami, Visiting Professor of Economics
- Matthew Chao, Assistant Professor of Economics
- Michael Fortunato, Visiting Professor of Economics
- William M. Gentry, Professor of Economics; on leave Fall 2019
- Matthew Gibson, Assistant Professor of Economics; on leave Fall 2019
- Susan Godlonton, Assistant Professor of Economics
- Peter S. Heller, Visiting Professor of Economics
- Sarah A. Jacobson, Associate Professor of Economics
- Pamela Jakiela, Associate Professor
- Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics
- Sara LaLumia, Professor of Economics, Chair of Political Economy Program
- David A. Love, Provost, Class of 1969 Professor of Economics; affiliated with: Economics Department
- Peter J. Montiel, Fairleigh S. Dickinson, Jr. '41 Professor of Economics; on leave Spring 2020
- Steven E. Nafziger, Professor of Economics
- Will Olney, Associate Professor of Economics; on leave 2019-2020
- Owen Ozier, Associate Professor
- Peter L. Pedroni, Professor of Economics
- Greg Phelan, Assistant Professor of Economics
- Ashok S. Rai, Associate Professor of Economics
- Michael Samson, Senior Lecturer in Economics
- Lucie Schmidt, Professor of Economics and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Williams-Exeter Prg at Oxford
- Stephen C. Sheppard, Class of 2012 Professor of Economics
- Lara D. Shore-Sheppard, Chair and Kimberly A. '96 and Robert R. '62 Henry Professor of Economics
- Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics
- Owen Thompson, Assistant Professor of Economics
- Tara E. Watson, Professor of Economics; on leave Fall 2019
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy

GENERAL INFORMATION

The primary objectives of the economics major are to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equips them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

The economics major and business careers. The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

Planning for a possible economics major. Given the hierarchical structure of the economics major, students considering the economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (STAT 161, 201 or 202), prospective economics majors should complete the statistics requirement relatively early in their college careers. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams, so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

Preparation for graduate school. Graduate study in economics requires considerably more mathematical training than that necessary for the economics major. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 209 or 309, MATH 250, and MATH 350. We also advise students to consider electives such as ECON 451, 471, 472, or 475 that present advanced perspectives on contemporary economic theory or econometrics. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

MAJOR REQUIREMENTS

Except for those receiving AP, IB, or A-level credit (see below), nine courses are required for the economics major. These are:

Introductory Courses

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Electives numbered 200-299 will require one or both as prerequisites.

Core Courses

Economics 251 Price and Allocation Theory. Prerequisites: differential calculus (MATH 130 or equivalent) and ECON 110

Economics 252 Macroeconomics. Prerequisites: differential calculus (MATH 130 or equivalent), ECON 110 and ECON 120

Economics 255 Econometrics. Prerequisites: differential calculus (MATH 130 or equivalent) plus either STAT 161, 201 or 202. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018. The combination of STAT 201 and 346 will satisfy the ECON 255 major requirement, although not all upper-level electives and seminars accept STAT 201/346 as a prerequisite in lieu of ECON 255. POEC 253 may not substitute for ECON 255 in fulfilling the major requirements, although some electives may accept POEC 253 as a prerequisite in lieu of ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

Elective Courses

Students must complete at least four economics electives in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 300 to 395. At least one must be a seminar numbered 450-480. A second seminar may be taken in lieu of a 300-level elective. Enrollment preference for 400-level classes is given to seniors who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. With the permission of the instructor, undergraduates may enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 300-395, unless otherwise noted in the course description.

Credit for AP, IB and A-level Exams

The Econ 110 requirement will be waived for students who earned a 5 on the microeconomics AP exam, and the Econ 120 requirement will be

waived for those who received a 5 on the macroeconomics AP exam. Students satisfying either criterion will receive major credit for the course and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted (if applicable), the three core classes, and four electives.

Students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam will receive credit for both Econ 110 and 120, and may complete the major with only seven additional courses. These would include the three core classes and four electives.

A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

STUDY ABROAD AND TRANSFER CREDIT

Students may receive credit for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, including the introductory or core courses, or qualify as a 300-level elective. In order to receive the appropriate credit, courses must be approved ahead of time by the Department's Coordinator for Transfer/Study Abroad Credit. (The Department's web site will indicate which faculty member is serving as the Coordinator.) You can find general study away guidelines for Economics at econ.williams.edu/major/study-abroad.

THE DEGREE WITH HONORS IN ECONOMICS

Graduating with honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because these typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member's area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:

The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in ECON 491 in the fall semester and ECON 30 during winter study, or they may take ECON 30 during winter study and ECON 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year option often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

The full-year program involves taking ECON 493 in the fall, ECON 31 during winter study, and ECON 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department's web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department's web site.

In addition to completing the research project, the College Bulletin states that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full-year program may substitute ECON 493 for an upper-level elective (excluding those numbered 400-490). Students enrolled in the half-year program may not substitute ECON 491 or 492 for one of their electives.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 300-395 in the major.

ECON 110 (F)(S) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and

the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: discussion

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Bradburd's sections), final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: this course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course

Distributions: (D2) (QFR)

Attributes: POEC Required Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Ralph M. Bradburd

LEC Section: 02 MR 2:35 pm - 3:50 pm Ralph M. Bradburd

LEC Section: 03 TR 8:30 am - 9:45 am Susan Godlonton

LEC Section: 04 TR 9:55 am - 11:10 am Susan Godlonton

LEC Section: 05 TR 11:20 am - 12:35 pm Owen Thompson

LEC Section: 06 TF 1:10 pm - 2:25 pm Owen Thompson

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Ralph M. Bradburd

LEC Section: 02 TR 11:20 am - 12:35 pm Matthew Chao

LEC Section: 03 TF 1:10 pm - 2:25 pm Matthew Chao

ECON 120 (F)(S) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: discussion

Requirements/Evaluation: problem sets, short essays, midterm, final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Required Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Steven E. Nafziger

LEC Section: 02 MWF 11:00 am - 12:15 pm Steven E. Nafziger

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Gregory P. Casey

LEC Section: 02 TF 2:35 pm - 3:50 pm Gregory P. Casey

LEC Section: 03 MR 1:10 pm - 2:25 pm Sara LaLumia

LEC Section: 04 MR 2:35 pm - 3:50 pm Sara LaLumia

ECON 203 (S) Gender and Economics

Cross-listings: ECON 203 WGSS 205

Primary Cross-listing

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: discussion

Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 203 (D2) WGSS 205 (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 204 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Primary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Samson

ECON 205 (F) Public Economics

This course examines the role of the government in a market economy. Three broad issues are considered: under what conditions is government intervention in the economy appropriate? When merited what is the most effective form of intervention? What effects do government policies have on incentives and behavior? After examining these questions from a theoretical perspective, the course will turn to analysis of particular government spending programs in the United States including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.

Class Format: discussion

Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC U.S. Political Economy + Public Policy Course

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Sara LaLumia

ECON 209 (S) Labor Economics and Policy

Employment--finding it (or looking for but not finding it), its compensation, and the conditions under which it occurs--is a key concern for most residents of advanced economies throughout their adult lives. Work is the main source of income for the vast majority of working-age adults in these economies, and work-related issues and policies reliably top national policy agendas. Labor economics is the study of these issues--how the level and distribution of skills, wages, employment, and income are determined in the market for labor and how various policies affect this market and its outcomes. In this course we will apply the tools of microeconomics to analyze labor force participation, the allocation of time to market work, migration, labor demand, investment in human capital (education and on-the-job training), discrimination, unions and unemployment. We will also examine the impact of government programs and mandates such as employment-based tax credits, unemployment insurance, antipoverty programs, and minimum wages on the labor market. We will devote particular attention to topics of current U.S. policy interest, including immigration, income inequality, and education.

Class Format: discussion

Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Enrollment Preferences: Economics and Political Economy majors and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 212 (F) Markets And Morals

What are the moral foundations necessary to support a free market economy? Does capitalism need a moral base--and if so, does the operation of a market economy erode the moral and ethical foundations on which it rests? We read Adam Smith, Mill, Keynes, Galbraith and other neoclassical philosophers writing about the social fabric that holds an atomistic free market political economy together, with particular emphasis on Smith's "other book"--Theory of Moral Sentiments--as an argument for limits to self-interested behavior inherent in human nature. (What is the sound of one Invisible Hand clapping?) We test our own articulated moral and political values against the existing political economy of Western democracies with help from more contemporary authors like Amartya Sen, Kenneth Boulding and Robert Kuttner. We will examine in depth the market for carbon offsets as a case study for the evaluation of the ethical validity of market-based solutions to climate problems. Students will write final papers on how well selected aspects of free market economies (organization of production, distribution of resources, mechanisms of inheritance, taxation) measure up to their own stated sense of justice--and how we might reform or perfect markets to align better with our morals.

Requirements/Evaluation: 3- to 5-page opinion paper (15%), 5-page comparative paper (20%), final paper applying learning to a specific context (40%), class participation and discussion posts (25%)

Prerequisites: ECON 110

Enrollment Limit: 19

Enrollment Preferences: letters written to instructor

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Primary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ECON 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Primary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

ECON 215 (S) Globalization

Cross-listings: ECON 215 GBST 315

Primary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 215 (D2) GBST 315 (D2)

Attributes: GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Not offered current academic year

ECON 219 (F) Global Economic History

Why did Western Europe--and not China, India, or the Middle East--first experience the Industrial Revolution? Why did Latin America fall behind in the 20th century, while Japan and eventually China boomed? What explains the historical success of the US economy? And why has African economic growth been relatively slow for so long? These and other questions will guide our exploration of global economic development over the past several millennia. We will draw on micro and macroeconomic theory to help explain and interpret the historical roots of the modern global economy. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market developments help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic theories and concepts to help explain and interpret the historical roots of modern global economy.

Class Format: tutorial; weekly one hour meetings in groups of two

Requirements/Evaluation: evaluation will be based on five 5- to 7-page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion

Prerequisites: ECON 110 and ECON 120 or equivalent courses subject to instructor approval

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not offered current academic year

ECON 227 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings: ECON 227 ARTH 327 ARTH 527

Secondary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 227 (D1) ARTH 327 (D1) ARTH 527 (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Kevin M. Murphy, Stephen C. Sheppard

ECON 228 (F) Water as a Scarce Resource

Cross-listings: ENVI 228 ECON 228

Primary Cross-listing

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers; evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 228 (D2) ECON 228 (D2)

Attributes: AMST Space and Place Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 229 (S) Law and Economics (QFR)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system.

Class Format: discussion

Requirements/Evaluation: class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Limit: 35

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 232 (F) Financial Markets, Institutions and Policies (QFR)

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies affect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

Requirements/Evaluation: problem sets, midterm, a debate and/or presentation, and a final exam

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 233 (F) Behavioral Economics and Public Policy

In many ways, the fields of psychology and economics both study the same phenomena: the incentives that influence our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e. behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other cognitive or social incentives. Concurrently, the course will review how these concepts can be (or are already being) applied to firm strategy, development, and public policy contexts. These include the role of behavioral economics in programs geared towards reducing poverty, increasing environmental conservation, and encouraging education investment, among others. The course will also discuss whether and how we ought to judge which behaviors are socially desirable and worth encouraging through policy.

Requirements/Evaluation: one in-class midterm, one final exam, 3-5 problem sets, 1-2 short papers

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Matthew Chao

ECON 238 (F) Sustainable Economic Growth

Cross-listings: ECON 238 ENVI 238

Primary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, land, water and food, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on

climate change, but we will also discuss other forms of environmental degradation. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce core economic concepts taught in introductory microeconomics and introductory macroeconomics.

Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, class participation

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 30

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 238 (D2) ENVI 238 (D2)

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Gregory P. Casey

ECON 240 (F) Colonialism and Underdevelopment in South Asia (DPE) (QFR)

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

Requirements/Evaluation: essays (one every other week) and responses to partner's essays will be evaluated

Prerequisites: one course in ECON

Enrollment Limit: 10

Enrollment Preferences: Economics major, prior course on South Asia

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

Difference, Power, and Equity Notes: Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

Quantative/Formal Reasoning Notes: Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

Attributes: GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 242 (F) Evaluating the Costs and Benefits of Public Policies

How do we determine whether introducing a new vaccine is cost-effective and worth the investment costs or whether a policy to protect a wetland is worth the sacrifice? Is it possible to assess the economic consequences in terms of benefits and costs of new healthcare regulations? Economists typically use the tools of applied cost-benefit (CBA) and cost-effectiveness analysis (CEA) in order to address such policy questions. The goal of applied economic evaluations is to identify, measure, and value all relevant costs and benefits of new public policy investments and regulations. This course covers both theory and practice of economic appraisal of a public policy (an investment project, regulation, a specific treatment etc.), with an emphasis on health care and public health applications. The CBA and CEA methods covered in the class are widely used in many other policy areas as well, including public transportation, infrastructure investment and environmental policy.

Requirements/Evaluation: computer lab assignments, active class participation, midterm exam, and final exam

Prerequisites: ECON 110 or equivalent, MATH 130 or equivalent

Enrollment Limit: 30

Enrollment Preferences: Econ Majors and Public Health Concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 251 (F)(S) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Requirements/Evaluation: weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

LEC Section: 02 MW 11:00 am - 12:15 pm Sarah A. Jacobson

LEC Section: 03 TF 1:10 pm - 2:25 pm Ashok S. Rai

LEC Section: 04 TF 2:35 pm - 3:50 pm Ashok S. Rai

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Stephen C. Sheppard

LEC Section: 02 TF 2:35 pm - 3:50 pm Stephen C. Sheppard

ECON 252 (F)(S) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: discussion

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Peter J. Montiel

LEC Section: 02 TF 2:35 pm - 3:50 pm Peter L. Pedroni

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 TF 1:10 pm - 2:25 pm Peter L. Pedroni

LEC Section: 03 MR 1:10 pm - 2:25 pm Greg Phelan

LEC Section: 04 MR 2:35 pm - 3:50 pm Greg Phelan

ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Requirements/Evaluation: problem sets, two exams, group project, and possible additional assignments

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 30

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Unit Notes: students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

LEC Section: 02 W 7:00 pm - 9:40 pm David J. Zimmerman

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Gibson

LEC Section: 02 TF 2:35 pm - 3:50 pm Matthew Gibson

LEC Section: 03 MR 1:10 pm - 2:25 pm Lara D. Shore-Sheppard

LEC Section: 04 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm David J. Zimmerman

ECON 257 (S) The Economics of Race (DPE)

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

Requirements/Evaluation: exams, papers, problem sets, participation

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first come first serve

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Owen Thompson

ECON 299 (F) Economic Liberalism and Its Critics (WS)

Cross-listings: POEC 250 ECON 299 PSCI 238

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250 (D2) ECON 299 (D2) PSCI 238 (D2)

Writing Skills Notes: Students write at least eight 650-word graded reaction papers, across twelve weekly opportunities, during the semester. An instructor meets with each student after the first few weeks to go over their work and to discuss methods of composition.

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth.

How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ECON 348 (F) Economics of Education

This course examines education with an emphasis on understanding investments in human capital, the production of education throughout the life cycle, and the impact of policy on education. Topics to be covered range from the influence of early life experiences on later educational outcomes to the role of teachers and other school resources in primary and secondary education to post-secondary schooling decisions. Questions to be addressed may include the following: Do high quality preschool investments like Head Start improve outcomes for the students they serve? Does class size matter? How do we measure teacher quality? Are GEDs really equivalent to high school diplomas? What are the benefits of community college attendance? What factors determine college major choice? Students will become more critical readers of the economics of education literature, gain an understanding of the challenges associated with education policy, and a research an education topic of interest to them.

Requirements/Evaluation: short presentations (20 minutes), short essays (approximately 2 pages), midterm and final exam

Prerequisites: ECON 255, POEC 253, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: senior majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 352 (S) Financial Development and Regulation

Cross-listings: ECON 352 ECON 510

Secondary Cross-listing

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to

growth and income inequality, examining what can be done to increase financial inclusion. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Class Format: discussion

Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper

Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 352 (D2) ECON 510 (D2)

Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Gerard Caprio

ECON 353 (F) Mathematical Economics (QFR)

This course integrates economics at the intermediate level with the tools of mathematics. Topics such as univariate and multivariate calculus will be reviewed or introduced in the context of how these mathematical concepts enhance economic analysis. The combination of economic and mathematical analysis will provide a strong foundation for thesis writing and advanced study of economic theory.

Requirements/Evaluation: quizzes, midterm and a final

Prerequisites: ECON 251 and MATH 130

Enrollment Limit: 25

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Not offered current academic year

ECON 356 (S) Empirical Methods in Macroeconomics (QFR)

Cross-listings: ECON 513 ECON 356

Secondary Cross-listing

Macroeconomics and related fields in international finance and macro development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the field of macro development. The course is also available to undergraduates with permission of the instructor. However, in lieu of Econ 356, undergraduates with good quantitative skills are encouraged to take Econ 371, which will cover a broader range of topics in greater depth.

Requirements/Evaluation: weekly homework assignments, term paper

Prerequisites: ECON 252, ECON 255 or equivalent. Students may not earn credit for both Econ 356 and Econ 371

Enrollment Limit: 19

Enrollment Preferences: Economics majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 513 (D2) ECON 356 (D2)

Not offered current academic year

ECON 357 (S) The Economics of Higher Education

This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

Class Format: will meet weekly in groups of two

Requirements/Evaluation: six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: ECON 251 and 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 359 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes

Cross-listings: ECON 515 ECON 359

Secondary Cross-listing

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

Requirements/Evaluation: two midterms and a final project

Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 515 (D2) ECON 359 (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

ECON 360 (S) Monetary Economics (QFR)

This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be discussed include: What causes inflation? What are the channels through which monetary policy affects the economy? Why should central banks commit to policy rules? How do exchange rates respond to monetary policy? How did the gold standard work? And will cryptocurrencies replace the dollar? In

addition, we will develop and learn how to simulate the "New Keynesian" macroeconomic model, which has become the standard framework for monetary policy analysis for central banks around the world.

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not offered current academic year

ECON 362 (S) Global Competitive Strategies

Econ 362 acknowledges both the importance of large, diversified multinational firms in global economic activity, and the forms of strategic thinking that often displace, in practice, the optimization models of traditional economic analysis. In this course, we seek to describe competition in global markets by developing competence in decoding and critiquing (and even formulating) varieties of business and corporate strategies employed during the past forty years. While we treat a variety of theoretical models that seek or have sought to explain patterns of international economic activity, our priority is to ascertain their descriptive integrity and usefulness today. Our historical interest begins with mercantilism and covers Smith, comparative advantage, varieties of factor endowment theories, and much more, proceeding to strategic management perspectives and contributions of the 20th and early 21st century. We complete these efforts with a few original attempts to reconcile modern growth theory (e.g., Romer) with modern strategic practice (e.g., Porter). Further, substantial recent shifts in the nature of globalized economic activity, including the changing relative mobility and power of capital and labor, are examined. While the course is largely descriptive, it cannot fail to treat a few normative issues. We treat the efficacy of various government policies in promoting the competitiveness of home-based industries in regional and global markets. Finally, welfare propositions and policy ideas for addressing welfare impacts in a descriptively accurate context are advanced.

Class Format: mix of lecture, discussion, and case analyses

Requirements/Evaluation: written cases (in teams), class participation, a mid-term exam, and a final paper (can be co-authored) or exam are expected

Prerequisites: ECON 251

Enrollment Limit: 25

Enrollment Preferences: senior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Fortunato

ECON 364 (F) Theory of Asset Pricing (QFR)

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

Requirements/Evaluation: problem sets and exams

Prerequisites: ECON 251 or ECON 252; and ECON 255 or STAT 201

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Not offered current academic year

ECON 366 (S) International Trade and Development

Cross-listings: ECON 366 ECON 516

Secondary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource curse, and trade agreements.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm, presentation, and final

Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 366 (D2) ECON 516 (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not offered current academic year

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Peter L. Pedroni

ECON 372 (S) Incentives and Development Policy

Cross-listings: ECON 372 ECON 521

Secondary Cross-listing

Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Requirements/Evaluation: two hour-long tests and a final policy project

Prerequisites: undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Enrollment Preferences: intended for CDE Fellows

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 372 (D2) ECON 521 (D2)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Ashok S. Rai

ECON 374 (S) Poverty and Public Policy

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program/Food Stamps, Medicaid/Children's Health Insurance Program, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: POEC 253 or ECON 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors, Political Economy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 377 (F) Inspiration/Perspiration: The Economics of Innovation

From the iron plow, to the steam engine, to modern biotechnology, innovation drives economic growth and raises living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new ideas and technologies emerge, spread, and become obsolete. In this course, we will examine the creation of new knowledge, the translation of ideas and scientific advances into practical applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, how entrepreneurs finance and market their innovations and how different market structures can influence the resulting trajectory of innovation and adoption. We will also discuss how government policies can foster the financing and development of innovation. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.

Requirements/Evaluation: reading responses and short writing assignments; empirical exercises; constructive contributions to class discussions; a group project; and an 8- to 10-page research paper

Prerequisites: ECON 251 and (ECON 255 or POEC 253)

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Steven E. Nafziger

ECON 378 (F) Long-Run Perspectives on Economic Growth (QFR)

The world today is marred by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.

Class Format: discussion

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ECON 379 (S) Program Evaluation for International Development (QFR)

Cross-listings: ECON 379 ECON 523

Secondary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 379 (D2) ECON 523 (D2)

Attributes: PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan Godlonton

ECON 380 (S) Population Economics

Cross-listings: ECON 519 ECON 380

Primary Cross-listing

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Class Format: discussion

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 519 (D2) ECON 380 (D2)

Attributes: PHLH Social Determinants of Health POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 381 (S) Global Health Policy Challenges (QFR)

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, HIV/AIDS, tuberculosis, malaria, diarrheal disease, nutritional deficiencies and obesity. For each topic, we will first examine the prevalence of the problem. Then, we will turn to the evidence about the costs, benefits, and effectiveness of existing policy solutions. Finally, we will use this information to debate policy alternatives and develop policy recommendations that take into account budgetary, political, and social constraints.

Class Format: lecture

Requirements/Evaluation: three policy memorandums, a midterm exam and a substantive research paper that includes some analysis of existing data

Prerequisites: ECON 251 and (POEC 253 or ECON 255 or STAT 346) or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: seniors and juniors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 384 (S) Corporate Finance (QFR)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions.

Class Format: discussion

Requirements/Evaluation: class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exam and a group project

Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

Enrollment Limit: 25

Enrollment Preferences: senior Economics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Not offered current academic year

ECON 385 (S) Games and Information (QFR)

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life.

Class Format: discussion

Requirements/Evaluation: exams, problem sets and a substantial final project that involves modeling a real world situation as a game

Prerequisites: ECON 251 and MATH 150, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors and seniors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: students who have taken MATH 335 cannot receive credit for this class

Distributions: (D2) (QFR)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Ashok S. Rai

ECON 387 (S) Economics of Climate Change (QFR)

Cross-listings: ECON 522 ENVI 387 ECON 387

Primary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Attributes: ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Cross-listings: ECON 389 ECON 514

Secondary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment,

labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389 (D2) ECON 514 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am William M. Gentry

ECON 390 (S) Financial Crises: Causes and Cures

Cross-listings: ECON 390 ECON 536

Primary Cross-listing

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Prerequisites: ECON 252 and 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 390 (D2) ECON 536 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 391 (F) Economic Analysis of Housing Markets

Housing is one of the most basic of human needs and the housing market is one of the largest, most important and most heavily regulated markets in national economies around the world. At various times economists, policy makers and the general public have regarded the housing market as irrational and malfunctioning in a variety of ways. Why? In this tutorial we will explore and analyze the workings of the housing market. In what ways do housing markets differ from other markets? Why (and how often) do house price "bubbles" occur? How do mortgage markets function and influence housing markets in countries around the world? In what ways can housing and housing conditions serve as an indicator of quality of life? How do

housing markets affect the sustainability of cities? These and other questions will be the focus of reading and discussion for the course.

Class Format: tutorial

Requirements/Evaluation: each student will write a paper every other week, and comment on their partner's work in the other weeks

Prerequisites: ECON 251 and 255 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

ECON 394 (F) European Economic History

Economic history directly informs our understanding of the process of economic development. With this in mind, this course will explore a series of questions related to the economic development of Europe from the early modern period until today. Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? What was the role of colonialism in the acceleration of European growth? What explains the rise and fall of the Soviet economy? What are the causes and consequences of European economic integration since World War II? To answer these and other questions, we will investigate how institutional changes, the evolution of technology, aspects of globalization, and various forms of government intervention have impacted economic growth and living standards in European history, and how those developments have affected the rest of the world. Drawing on a wide variety of empirical and theoretical readings, the course will focus on how economic historians marshal evidence and construct arguments in ways that borrow from and contribute to other fields of economics.

Class Format: discussion

Requirements/Evaluation: class participation, reading responses, short assignments, and a final research paper

Prerequisites: ECON 251 or ECON 252 AND (ECON 255 or POEC 253 or STAT 346)

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 397 (F) Independent Study: Economics

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

Prerequisites: consent of an instructor and of the department chair

Grading: yes pass/fail option, yes fifth course option

Unit Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Lara D. Shore-Sheppard

ECON 398 (S) Independent Study: Economics

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

Prerequisites: consent of an instructor and of the department chair

Grading: yes pass/fail option, yes fifth course option

Unit Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Lara D. Shore-Sheppard

ECON 451 (F) Topics in Macroeconomics

In this seminar, we will discuss some of the 'big questions' in macroeconomics, with a particular focus on economic growth. For example: Why are some countries richer than others? How does government intervention affect economic growth? How will the existence of finite resources (e.g., oil) affect economic growth in the long-run? Is it possible to have continued economic growth while avoiding dangerous levels of climatic change? Does inequality help or harm growth? How will automation and artificial intelligence affect growth, inequality, and unemployment?

Requirements/Evaluation: class presentations, problem sets, short-writing assignments, research paper

Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Gregory P. Casey

ECON 453 (S) Research in Labor Economics and Policy (QFR)

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)

Prerequisites: ECON 251 and ECON 255 or POEC 253

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ECON 455 (F) Research in Economic History

Historical approaches towards understanding economic development and current economic issues are increasingly in vogue. This course will explore new developments in the field of economics history, focusing on how economic historians are using old and new, qualitative and quantitative, data and

methods to address questions of historical and current relevance. Along the way, we will consider works from both sides of the history - economics boundary, focusing on the ways that the two disciplines can and should borrow from one another. We will range widely across space and time, but some possible topics to be investigated include technological innovation, labor coercion, migration, trade and capital flows, colonialism, corporate governance, and political economy. Students are expected to not only read and analyze recent scholarship in economic history, but to also produce and present their own original research over the semester.

Requirements/Evaluation: short writing assignments and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages)

Prerequisites: ECON 251 and ECON 255 or consent of instructor; a previous economic history course is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 456 (F) Income Distribution

This course examines the distribution of income in the U.S., with emphasis on how it is affected by taxes, transfers, and other government programs. Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

Requirements/Evaluation: short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

Prerequisites: ECON 251 and 255 or equivalent

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Sara LaLumia

ECON 457 (S) Public Economics Research Seminar

In this class, students will learn how to read, critically evaluate, and begin to produce empirical research on important and interesting public policy questions. Topics will be selected from across the spectrum of public economics issues and may vary from year to year. Examples of specific topics that may be covered include education, environmental policy, taxation, income inequality, anti-poverty policy, health care policy, the economics of crime and corruption, and the implications of behavioral economics and psychology for public policy (we will typically only cover a subset of these topics). Applications will be drawn mostly from the United States but we will also consider some issues and evidence from other industrialized and developing countries. The course will especially emphasize the critical analysis of empirical evidence on public policy questions.

Class Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models

Requirements/Evaluation: a 15- to 20-page research paper (written in stages) that is a combination of a research proposal and an original empirical analysis of data, a series of short papers and empirical exercises, and regular constructive contributions to class discussion

Prerequisites: ECON 255, ECON 251, and ECON 120

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: ideal preparation for seniors (or juniors, if offered in the spring) interested in writing an ECON thesis, or for students who want a taste of the kind of original empirical research one would do for a thesis without actually having to commit to a thesis

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 459 (S) Economics of Institutions (QFR)

Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth in a nation's physical and human capital endowments), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. The central idea is that the added-value of economic activities to society at large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. As such, the key to economic development in this view is the establishment of a suitable set of institutions and structures of governance in society. This course will survey the rapidly expanding literature on the topic of institutions and economic development, with an emphasis on the latest empirical evidence that has come to bear in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area of inquiry. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

Requirements/Evaluation: extensive class participation, two 5-page review papers, two class presentations, and one 15- to 20-page empirical research paper (written in stages)

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Quamrul H. Ashraf

ECON 463 (F) Financial History

What can we learn from financial history to understand the successes and failures of finance today, and how finance and politics interact? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation.

Requirements/Evaluation: will consist either of 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions

Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

ECON 465 (S) Pollution and the Labor Market

If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific versions of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation, we will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. We will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.

Requirements/Evaluation: class discussion, presentation of reading, 15- to 20-page empirical paper (written in stages), paper replication, and accompanying short presentation

Prerequisites: ECON 251 and ECON 255; STAT 201/346 acceptable in place of ECON 255 prerequisite with instructor permission

Enrollment Limit: 12

Enrollment Preferences: Economics majors, seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 468 (S) Your Money or Your Life: Health Disparities in the United States

A 25-year-old man living in a high-income household can expect to live 10 years longer than his low-income counterpart. There are also stark differences in mortality and health by education, employment status, race, immigrant status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.

Class Format: including frequent small group meetings

Requirements/Evaluation: class discussion, oral presentations, 6 short response papers, two 5-page critiques of published articles, and one 15-page original empirical research paper

Prerequisites: ECON 251 and ECON 255 or equivalent, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

ECON 470 (S) The Indian Economy: Development and Social Justice

The Indian economy has grown rapidly in the last two decades, but poverty has declined relatively slowly. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such as trade or labor law? Or is the quality of governance, especially the level of corruption, primarily to blame? We will use the traditional theoretical and quantitative methods of an economist to consider these questions.

Requirements/Evaluation: five short response papers (5 pages), and empirical research project

Prerequisites: ECON 251 and 255, or equivalent, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: junior and senior majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Anand V. Swamy

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper

Prerequisites: ECON 371

Enrollment Limit: 10

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter L. Pedroni

ECON 472 (F) Macroeconomic Instability and Financial Markets (QFR)

This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

Requirements/Evaluation: problem sets, exams, and potentially student presentations

Prerequisites: ECON 251 and ECON 252

Enrollment Limit: 19

Enrollment Preferences: Economics majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Greg Phelan

ECON 476 (F) Behavioral Economics: Theory and Methods

The field of behavioral economics emphasizes that models in economics should account for the psychological plausibility of their assumptions and consequences. This course will cover how the field has incorporated insights from psychology into standard microeconomics models of decision-making. In the process, we will review the different methods that are used to empirically test the psychological foundations of these models, including laboratory experiments, field experiments, and quasi-experimental analysis. Homework and class discussions will focus on academic papers that use behavioral models to study topics such as household finance, public policy, consumer marketing, and many others. Throughout the semester, students will also work towards formulating and completing their own original research project.

Requirements/Evaluation: one 15- to 25-page research paper, multiple shorter writing assignments and paper summaries, and class participation

Prerequisites: ECON 251; ECON 255 or STAT 346

Enrollment Limit: 17

Enrollment Preferences: Economics majors who have not taken ECON 233 or another ECON 400-level course; students considering an ECON thesis should email the professor during pre-registration

Expected Class Size: 17

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Matthew Chao

ECON 477 (S) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 ECON 477

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 376 (D2) ECON 477 (D2)

Attributes: MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 491 (F) Honors Seminar: Economics

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on their work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department; required for honors in Economics unless a student writes a year-long thesis

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Steven E. Nafziger

ECON 492 (S) Honors Seminar: Economics

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on their work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department; required for honors in Economics unless a student writes a year-long thesis

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Steven E. Nafziger

ECON 493 (F) Honors Thesis: Economics

A year-long research project for those honors candidates admitted to this route to honors; this is part of a full-year thesis (493-494).

Prerequisites: admission by the department in the spring of the junior year

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Steven E. Nafziger

ECON 494 (S) Honors Thesis: Economics

A year-long research project for those honors candidates admitted to this route to honors; this is part of a full-year thesis (493-494).

Prerequisites: admission by the department in the spring of the junior year

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Steven E. Nafziger

ECON 501 (F) Economic Growth and Development

This course introduces some of the major theories and ideas about economic growth and development. Motivated by a number of stylized facts from cross-country data, we will begin by posing a series of questions: Why are some countries rich and others poor? Why have some countries grown at high rates over extended periods of time, while others have experienced little or no growth? Do all economies face comparable challenges to achieving sustained economic growth? Will poor countries catch up to rich countries or are they doomed to stagnate in a poverty trap? To answer these "big" questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the

accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? How important are technological differences across countries? How much significance should we ascribe to differences across countries in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore different theoretical and empirical strategies developed by economists to answer the question, ranging from formal models to historical and anecdotal evidence to cross-country growth and development regressions. We will evaluate the usefulness of the different approaches to each question for informing development-promoting and poverty-alleviation policies, and we will also discuss the reasons why so many important questions about economic growth continue to remain difficult to answer.

Class Format: discussion

Requirements/Evaluation: problem sets, one midterm exam, and a final exam

Prerequisites: ECON 251, ECON 252, and (either ECON 255 or STAT 346); undergraduate enrollment limited and requires instructor's permission

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Quamrul H. Ashraf

ECON 502 (F) Statistics/Econometrics

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Class Format: discussion

Requirements/Evaluation: problem sets, group project, midterm exam, final exam

Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Preferences: limited to CDE students

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Anand V. Swamy

ECON 503 (F) Statistics/Econometrics: Advanced Section

The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm exam, small project, and a final

Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Preferences: limited to CDE students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Lara D. Shore-Sheppard

ECON 504 (F) Public Economics in Developing Countries

This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and equity. We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "decentralization?" What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Class Format: discussion

Requirements/Evaluation: problem sets, one 10-page paper, a midterm, and a final exam

Prerequisites: ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 35

Expected Class Size: 30-35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Jon M. Bakija

ECON 505 (F) Developing Country Macroeconomics I: Theory

The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is particularly suitable for analyzing macroeconomic performance in developing countries, as well as to some analytical tools that help us understand why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.

Requirements/Evaluation: two hour tests and a comprehensive final exam

Prerequisites: ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Peter J. Montiel

ECON 506 (F) Fundamentals of Developing Country Macroeconomics

This is a practically oriented course in macroeconomic theory and policy. It begins with a review of core concepts and definitions. It then discusses the contributions of households and firms to aggregate production and spending. Next is an introduction to monetary and fiscal policy. It goes on to develop a complete macro model, which is then used to discuss some of the monetary, fiscal and exchange rate policy issues faced by developing and emerging market economies. The class is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics.

Requirements/Evaluation: two hour tests and a comprehensive final exam

Prerequisites: none; enrollment limited to CDE students

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

ECON 510 (S) Financial Development and Regulation

Cross-listings: ECON 352 ECON 510

Primary Cross-listing

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth and income inequality, examining what can be done to increase financial inclusion. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Class Format: discussion

Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper

Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 352 (D2) ECON 510 (D2)

Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Gerard Caprio

ECON 513 (S) Empirical Methods in Macroeconomics (QFR)

Cross-listings: ECON 513 ECON 356

Primary Cross-listing

Macroeconomics and related fields in international finance and macro development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the field of macro development. The course is also available to undergraduates with permission of the instructor. However, in lieu of Econ 356, undergraduates with good quantitative skills are encouraged to take Econ 371, which will cover a broader range of topics in greater depth.

Requirements/Evaluation: weekly homework assignments, term paper

Prerequisites: ECON 252, ECON 255 or equivalent. Students may not earn credit for both Econ 356 and Econ 371

Enrollment Limit: 19

Enrollment Preferences: Economics majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 513 (D2) ECON 356 (D2)

Not offered current academic year

ECON 514 (S) Tax Policy in Global Perspective (QFR)

Cross-listings: ECON 389 ECON 514

Primary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389 (D2) ECON 514 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am William M. Gentry

ECON 515 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes

Cross-listings: ECON 515 ECON 359

Primary Cross-listing

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both

theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

Requirements/Evaluation: two midterms and a final project

Prerequisites: ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25-30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 515 (D2) ECON 359 (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

ECON 516 (S) International Trade and Development

Cross-listings: ECON 366 ECON 516

Primary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource curse, and trade agreements.

Class Format: discussion

Requirements/Evaluation: problem sets, midterm, presentation, and final

Prerequisites: ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 366 (D2) ECON 516 (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not offered current academic year

ECON 519 (S) Population Economics

Cross-listings: ECON 519 ECON 380

Secondary Cross-listing

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Class Format: discussion

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 519 (D2) ECON 380 (D2)

Attributes: PHLH Social Determinants of Health POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 521 (S) Incentives and Development Policy

Cross-listings: ECON 372 ECON 521

Primary Cross-listing

Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Requirements/Evaluation: two hour-long tests and a final policy project

Prerequisites: undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 19

Enrollment Preferences: intended for CDE Fellows

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 372 (D2) ECON 521 (D2)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Ashok S. Rai

ECON 522 (S) Economics of Climate Change (QFR)

Cross-listings: ECON 522 ENVI 387 ECON 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Attributes: ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 523 (S) Program Evaluation for International Development (QFR)

Cross-listings: ECON 379 ECON 523

Primary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 379 (D2) ECON 523 (D2)

Attributes: PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan Godlonton

ECON 532 (S) Inclusive Growth: The Role of Social Safety Nets

Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBA Michael Samson

ECON 534 (S) Long Term Fiscal Challenges

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, artificial intelligence, and water. The course will consider the specific policy challenges that arise for each and the ways in which different countries are addressing them.

Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: permission of instructor for undergraduates

Enrollment Limit: 10

Enrollment Preferences: CDE students and undergraduates with permission of the instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBA Peter S. Heller

ECON 535 (S) International Financial Institutions

This tutorial will explore the role of official international financial institutions in the global economic and financial system, their relations with members, proposals for how they might be reformed, and issues that they face. The focus will be principally on the International Monetary Fund, and to a lesser extent the World Bank, the Bank for International Settlements and Financial Stability Board. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; lessons from their performance in international crises; initiatives of the Fund and Bank; the global adjustment process; financial system stability; governance reform; lending programs; the management of international reserves; and provision of advice to members. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a critique of the paper based on concepts and evidence from the readings and his own research and experience. The professor will participate in the discussion after each participant has presented and ask questions that highlight or illustrate critical points.

Requirements/Evaluation: each participant will write and present 5 or 6 policy papers and a like number of critiques

Prerequisites: intended for CDE Fellows; undergraduate enrollment limited, and only with permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not offered current academic year

ECON 536 (S) Financial Crises: Causes and Cures

Cross-listings: ECON 390 ECON 536

Secondary Cross-listing

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Prerequisites: ECON 252 and 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 390 (D2) ECON 536 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ECON 537 (S) Developing Money and Capital Markets

This tutorial will explore ways to create or enhance money and capital markets so that they can better perform their roles in channelling savings to their most productive uses and in serving as transmission mechanisms for monetary policy.

Requirements/Evaluation: each student will write five policy papers and the same number of critiques

Prerequisites: intended for CDE fellows; undergraduate enrollment requires permission of instructor

Enrollment Limit: 10

Enrollment Preferences: CDE Fellows

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not offered current academic year

ECON 538 (S) Resilience and Macroeconomic Policy

Despite tremendous improvements in combating global hunger and child mortality, an increasing number of the world's population continue to live in fragile conditions, buffeted by conflict, forced migration, weak governance, and state inability to deliver basic services to its citizens. Setting macroeconomic policy is difficult in such countries. Not only are decisions affected by policymakers' distorted incentives and governments' internal conflicts, fragility also deteriorates policy transmission mechanisms and constrains policy spaces. This course aims at identifying the causes and

consequences of fragility and at discussing how policies should be changed to enhance resilience in such countries. The course will, first, look into the definition and characteristics of fragility, its numerical representation, and its causes and main consequences. The course will also highlight how policy is made in states of fragility, in particular, fiscal policy, monetary policy, exchange rate policy, export promotion policy, etc.), as well as consider policy interactions. Finally, the course will focus on efforts to mitigate fragility and enhance resilience in such countries, including the role of structural policies and that of international financial institutions.

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Prerequisites: ECON 252 and ECON 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020

TUT Section: T1 TBA Ralph Chami

ECON 540 (F)(S) Research Studies

In this course, each Fellow carries out an individual research study on a topic in which they have particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

Class Format: research

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Anand V. Swamy

Spring 2020

IND Section: 01 TBA Anand V. Swamy

ECON 545 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Secondary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth

diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

Winter Study -----

ECON 10 (W) Securities Markets and Investment Banking

An overview of the Financial Markets and the role of Investment Banks. Topics will include: Financial Asset Valuation, Mergers and Acquisitions, Securities Sales and Trading, Bonds and Bond Math, Public Equities, Private Equity/Leveraged Buy-outs, and Risk Management. The class emphasizes real-life practices and will include visiting expert guest speakers and case studies. The class begins with the basics of financial instruments, time value of money, and asset valuation. We then move on to fundamentals of corporate finance and conclude with financial markets. Course Goals: (1) to provide an understanding of how modern capital markets operate from a practical, real-life perspective (2) to help the student think critically about issues affecting the stock and bond markets, and (3) to have fun and instill a passion for future study and/or work in the financial industry. Required Readings: (1) *Understanding Wall Street* (Fifth Edition) by Jeffrey Little and Lucien Rhodes (2) Packet of Case Studies and Industry Notes (3) *Wall Street Journal* (Business & Finance section) and the "Money Stuff" blog on each day that class meets. Group Assignment (Case study): At the end of the first class, students will be divided into several groups. Each group will be assigned a case study to be presented orally to the class for further discussion (slides or other visual aids will be used to help organize the discussion). Adjunct Instructor Bio: Tim Bock '88 worked at Credit Suisse for 28 years where he ran Global Capital Markets, leading a unit of 250 Investment Bankers responsible for Credit Suisse's global financing businesses, including equity capital markets, debt capital markets, leveraged finance origination and corporate derivatives. Tim held several other leadership roles at CS, including Co-head of Global Products in the Private Bank and Head of Derivatives Origination in the Equity and Fixed Income Departments.

Requirements/Evaluation: short paper, case study presentation, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: approximately \$55 for books

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Timothy D. Bock

ECON 13 (W) Tools for Moving from Good Ideas to Successful Businesses and Organizations

This course is based on a proven methodology for turning business ideas into successful businesses and organizations. Student working in teams generate business ideas and then work to develop a business model to take the ideas to start and beyond. The course provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business and

engineering schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research results. The class is appropriate to all students regardless of major who want to learn how to build a startup that succeeds. The class meets for two and a half hours three days a week for short lectures, discussions, group work, and presentations, There will also be outside guests who have created successful businesses. Outside of class, students will be required to watch online lectures and videos, read handouts, and do short papers. The primary work is to work in teams to research their business idea using the Lean Launchpad approach. Teams will develop a research plan, interview potential customers, analyze the results, and revise their business models. The teams will meet with the instructor regularly. Each team will develop weekly progress presentations as well as a final presentation. They will also develop a team video showing lessons the team learned during the course. Students will also be required to provide a three-page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has worked with startup businesses for over 35 years. He has trained over 2,000 people who have started over 1,200 businesses and provided continuous support to a number of these businesses over the course of years. He has taught Winter Study nine times and is available to work with students throughout the year after the course ends.

Requirements/Evaluation: final project or presentation; contributions in class and as part of their teams based on presentations, papers and class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors first if the course is over-enrolled

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTWR 10:00 am - 12:50 pm Steven P. Fogel

ECON 14 (W) Housing Markets and Community Impacts Represented in Film

A house provides not only shelter and protection for its occupants, but also signals to others the characteristics of those occupants and determines the context within which we live, work and recreate. The private home and its neighborhood are clearly linked, and economic studies suggest that between 25% and 50% of the market value of residential property depends on such factors as school quality, crime and environmental quality that characterize the neighborhood. In this short course we will explore--through film, discussion and economics--the importance of and linkages between houses and communities. We will view and discuss 7-8 films that tell stories, imagined or real, about houses, living conditions, communities, and the housing market. In addition to developing an appreciation of the economic, social and psychological importance of these ideas we will discuss associated significance for the economy.

Class Format: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have completed ECON 110 or equivalent will be preferred

Grading: pass/fail only

Winter 2020

LEC Section: 01 TWR 1:00 pm - 3:50 pm Stephen C. Sheppard

ECON 15 (W) Management Consulting: A Primer for Williams Students

This course provides a broad overview of the management consulting industry from the perspective of an experienced practitioner. The objectives of the class are to provide a real world view as to what consultants do and to help prepare students who are considering joining a management consulting firm post-Williams. The class will begin with a broad discussion of the differences in the types of business consulting and how management consulting firms are utilized by corporations and private equity firms. The next section will review how management consultants structure frameworks to address strategic issues facing their clients. Students will be provided instruction on (and practice with) the tools utilized by strategy consultants to evaluate business units, analyze markets, evaluate competitive environments, and synthesize customer information in order to develop insights for strategic recommendations. Additionally, one class session will be devoted to tips for getting a job in management consulting including how to ace

case interviews. The final small group project will be the development and delivery of a consulting presentation for a business with a strategic need. Adjunct Instructor Bio: Peter McKelvey '86 was with L.E.K. Consulting for 29 years including leading the Boston office and Private Equity practice and serving 6 years as President of the Americas Region. He has extensive experience in corporate and business unit strategy development and mergers and acquisitions advisory services. In addition to a BA in economics from Williams, Peter holds an MBA from The Wharton School of the University of Pennsylvania.

Requirements/Evaluation: final project or performance; class participation and homework assignments

Prerequisites: ECON 110

Enrollment Limit: 20

Enrollment Preferences: priority will be based on written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$40

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Peter McKelvey

ECON 16 (W) Venture Capital

The course will examine the venture capital industry from both a theoretical and practical perspective and will focus on the interplay of the legal, business, economic and financial issues that need to be dealt with in the formation, organization, governance and financing of new enterprises. The course is designed to provide students with a fundamental knowledge of the corporate and other laws applicable to venture capital, as well as with an appreciation of the concerns of entrepreneurs, venture capitalists and early employees. Class sessions will be devoted primarily to a discussion of business cases taken from the entrepreneurial curriculum of the Harvard Business School. In addition, students will be required to participate in small groups prior to class to prepare advice for entrepreneurs or key employees in three scenarios--an early stage company negotiating with a key executive the company is seeking to hire, a company considering two competing term sheets for venture financing and a company faced with the need for additional financing in a distressed situation. An alternative to one of these scenarios would involve splitting the class into small groups designated as either founders or investors and requiring the groups to negotiate investment terms. As a capstone to the class, students will participate in an in-class business simulation game developed at Wharton that will require students to interact in assigned roles as founders, investors or key employees. In addition to reading and analyzing the assigned business cases prior to class, students will be asked to review various background materials. Classes will meet for at least six hours per week, with additional sessions scheduled for meetings with outside industry experts that accept invitations to address the class. Adjunct Instructor Bio: Mr. Schwed retired from the law firm of WilmerHale in December 2015 after a 40-year career focused on private equity and venture capital. For nine years, he was an adjunct professor at George Washington University Law School teaching a course on venture capital law. He taught this course during Winter Study the last three years. Mr. Schwed graduated from Williams with a degree in Economics in 1971 and from Harvard Law School in 1974.

Requirements/Evaluation: participation in class, preparation of discussion outlines (each equivalent to a 3- to 4-page paper) in connection with the small group assignments, and participation in the business simulation game

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: by lot with preference for seniors

Grading: pass/fail only

Materials/Lab Fee: \$100

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Robert A. Schwed

ECON 17 (W) The Fun of Fundraising

According to the National Center for Charitable Statistics, there are 1.5 million non-profit organizations registered in the U.S., and each of those organizations needs to actively fundraise in order to sustain their operations. Each year, hundreds of billions of dollars are contributed to charities from donors across the U.S. What is it that makes people want to give? What do donors consider when choosing what organizations to support? What type of an impact do individuals want to make through their philanthropy? This class will examine these questions and more through case studies,

conversations with non-profit leaders and board members, and philanthropists. Students will gain a basic understanding of a non-profit financial model, as well as the different ways in which fundraising can actually be fun and can inform a potential career in the non-profit sector. Much of the course reading will involve actual fundraising materials and collateral, including appeals, brochures, grant applications, and stewardship reports. Final projects will give students the opportunity to try their own hand at creation of stewardship or solicitation pieces, potentially in partnership with/for the benefit of a local non-profit. In addition to regular course meetings, occasional meetings with non-profit leaders or donors may be required; whenever possible (based on the schedule of the guest speaker), these will be scheduled during the day, and any evening events would be optional. Adjunct Instructor Bio: Laura Day '04 first became involved in fundraising for non-profits in elementary school, when she would help her mother produce mailings for her employer (a community-based social service organization). After eight years working in the NYC non-profit arts scene, Laura is now director of annual giving for Williams, and co-chair of the board of Berkshire Nursing Families (BNF).

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: priority given to seniors

Grading: pass/fail only

Winter 2020

LEC Section: 01 WR 10:00 am - 12:50 pm Laura E. Day

ECON 18 (W) Crossing Borders: Migration in Social Sciences, Literature, and Film

Migration has played a central role in shaping world history and impacted the social, political, economic, and cultural development of human societies. Movement of people across vast geographical terrains intensified in the 20th century and has become a defining feature of the 21st-century life. Today, debates about immigrant integration and exclusion, arguments for and against an impact of immigration on receiving and sending societies, and speculations over meanings of cultural difference are more intense than ever. This class will engage with cultural and political representations, definitions, and experiences of a particular experience of migration, a process of crossing borders. We will examine the notion of borders as they are constructed and deconstructed in social sciences, media, literature, and films. Through this concept, we will address the following questions: Why do people cross borders (and why do they stay?) Who defines the rules and conditions of belonging and has the power to enforce them? What are long- and short-term implications of border management? Is the rise of anti-immigrant sentiments an unavoidable feature of our lives and can it be contained or counteracted? To address these questions, we will bring together critical theoretical texts of this and past century with seminal literary works and documentary and feature films. Remarque and Agamben, Hosseini and Said, Naipaul and Deleuze & Guattari will lead us as we examine border crossings in Southern US, refugee crisis in Europe, cross-continental migrations in Africa among other topics. Documentary and feature films will further our engagement with the topic and will allow us to explore different modes of representing and analyzing relevant concepts and ideas. The class is open to anyone and everyone interested in current affairs, politics, culture, literature, film, humanitarian work, the environment, their fellow citizens, the world. No previous experience in anything necessary. Just an appetite for reading & discussion. We will meet twice a week for three-hour sessions.

Requirements/Evaluation: evaluation will be based on class participation in discussions, 2 short film reviews and a 5-7 page paper on a topic developed in consultation with the instructor

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: open to anyone and everyone interested in current affairs, politics, culture, literature, film, humanitarian work, the environment, their fellow citizens, the world

Grading: pass/fail only

Materials/Lab Fee: (books): approximately \$50

Winter 2020

LEC Section: 01 TWR 1:00 pm - 3:50 pm Lisa A. Koryushkina

ECON 19 (W) From Rockefeller to Tesla, 150 Years of US Energy Disruption

In just the last two decades, the United States has gone from being the world's largest energy importer to being close to a net energy exporter. What

accounts for this remarkable and globally disruptive transformation, and what are its long-term implications? To be sure, oil shale production technology, aka "fracking," has been a critical driver. However, alternative energy (wind, solar) and conservation have also played important parts. This course starts with a historical perspective, examining the roots of the modern energy industry via John D Rockefeller's autobiography. We then study the evolution of global supply and demand for oil, natural gas, and alternatives, including the important role of market price signals and volatility. Which technologies, including fracking in the 2000s, have been historically the most important? More broadly, we also review how geo-politics has often been a function of geology (energy's location). Course includes: 1) team debate where students pair-up, select a topic from current energy issues, and then be randomly assigned to defend one side of the issue; 2) 10-page paper. Adjunct Instructor Bio: James F. Clark '84 is a Partner and Investment Committee member at Sound Shore Management, Inc., a value investment manager. Previously, Jim was at Credit Suisse First Boston where he was Managing Director, Director of Research, and the firm's International and Domestic Oil equity research analyst. During his equity research tenure, he was selected to 14 Institutional Investor All-America research team positions, and also was a Wall Street Journal All-Star and Hall of Fame member.

Requirements/Evaluation: final project and a 10-page paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: seniors; Economics majors; History majors

Grading: pass/fail only

Materials/Lab Fee: \$30 and cost of books

Winter 2020

LEC Section: 01 W 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm James F Clark

ECON 21 (W) Fieldwork in International Development

This course involves an internship, volunteer work, or a research project in a developing economy and an academic analysis of the relevant development issues. The instructors will work with interested students to help arrange a placement and to help secure funding through Williams Financial Aid or other sources. Such arrangements must be made well in advance of Winter Study. Spanish speakers are especially encouraged to apply as there will likely be a few fieldwork possibilities in coffee-growing areas of Latin America. Students will read relevant background articles distributed at the end of fall term and must agree to keep a journal, maintain contact with the instructors, and write a final paper on development issues raised by their specific internship. A group meeting of all students will occur after Winter Study to reflect on individual experiences. Students are also encouraged to attend development talks at the Center for Development Economics throughout the academic year. Requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting. Interested students should send a resume and letter of interest to Paula Consolini by November 1. Each student's internship provider should send a confirmation letter by December 1 verifying the placement and describing the nature of the work to be performed by the intern. Paula Consolini is Director of the Center for Learning in Action.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Resume and Letter of Interest will be used to select students if over-enrolled

Grading: pass/fail only

Materials/Lab Fee: variable--depends on project

Winter 2020

INT Section: 01 TBA Paula M. Consolini, Ashok S. Rai

ECON 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Primary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers.

Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$10

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 1:00 pm - 2:50 pm Sara LaLumia

ECON 23 (W) Investing

ECON 23 is designed to provide students with a window into the world of endowment and investment management and is taught by members of the Williams College Investment Office. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, fixed income, and impact investing. Students will gain practical skills in excel and will have the opportunity to learn from experienced investment professionals through guest lectures. Through presentations, discussions, readings, and project work, students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored, from the perspective of an endowment. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, and juniors. *To apply, please send an email with your resume and a short personal statement discussing why you are interested in this course and what you hope to gain from it to: InvestmentOffice@williams.edu by 11:59 PM ET on Sunday, October 20, 2019.* Adjunct Instructor Bio: Abigail Wattlely serves as a Managing Director in the Williams College Investment Office where she oversees investments in hedge funds and credit. Ms. Wattlely holds a B.A. from Williams College and an MBA from Harvard Business School.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: mail your resume and a short personal statement discussing your interest in this course and what you hope to gain from it to: InvestmentOffice@williams.edu by 11:59 PM ET on Sunday, October 20, 2019; if overenrolled: phone interviews

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Abigail G. Wattlely

ECON 24 (W) Economics, Geography and Appreciation of Wine

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine

production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

Requirements/Evaluation: final project or presentation and a blind tasting exam

Prerequisites: none, but students must be 21 years old on or before the first day of class

Enrollment Limit: 10

Enrollment Preferences: mix of academic record and diversity of backgrounds and interests; students are invited to email the instructor with a brief description of background and interests, but are not required to do so

Grading: pass/fail only

Materials/Lab Fee: \$300

Winter 2020

LEC Section: 01 TR 7:00 pm - 10:00 pm Peter L. Pedroni

ECON 28 (W) Solution Design and Product Management

Cross-listings: CSCI 28 ECON 28

Primary Cross-listing

Google Glass, Blackberry Storm, and the initial Obamacare Website represent just a few of the many failures that litter the IT project graveyard: 40 to 60 percent of large technology projects fail. All too often, the cause has little to do with the quality of technical engineering. More often, companies choose the wrong problem to solve or the wrong way to solve it. Google failed to account for the Google Glass price tag and privacy concerns. Blackberry failed to fully appreciate the touchscreen revolution. The Obamacare website failed to address management issues. The underlying conflict is that engineers and IT teams like to be told what to build, but customers often do not know what they want or how to express it. Identifying the right problem, designing the right solution, communicating the correct specifications to engineers, and delivering the right product to primary stakeholders are all difficult challenges crucial for successful product development. This course will explore various frameworks that product managers use to address these challenges. In doing so, we will model interactions between market forces, corporate directives, engineering challenges, and user experiences to interrogate the resilience of our ideas. We will also analyze and critique methodologies presented in readings by technology management prophets Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Throughout the course, students will work in small teams to develop their own product management toolkit and deploy it towards solving a technology problem of each team's own choosing. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$30 for books

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

ECON 30 (W) Honors Project: Economics

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of

their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

Class Format: honors project

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Steven E. Nafziger

ECON 31 (W) Honors Thesis: Economics

To be taken by students participating in year-long thesis research Economics 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Steven E. Nafziger

ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis.

Enrollment Limit: 10

Enrollment Preferences: CDE Students only, not open to undergraduate students

Grading: no pass/fail option, no fifth course option

Winter 2020

LEC Section: 01 TBA Michael Samson

ECON 55 (W) Monetary Policy in Emerging and Developing Economies

This is an introduction to the empirical analysis of macro and monetary policy issues, building on the material covered in Econ 505/506 and 502/503. The goals are threefold: (1) to become familiar with some of the econometric tools used in macroeconomics, (2) to be able to understand and critique empirical macro research, and (3) to practice the writing and presentation skills used in economic research. The emphasis will be on practical issues, such as working with macro data, rather than on formal econometric methods.

Prerequisites: CDE Students only, not open to undergraduate students

Grading: no pass/fail option, no fifth course option

Winter 2020

ECON 56 (W) Macroeconomics and Reality: Interpreting the Data

This winter study course complements the macroeconomic theory courses students took in the fall. It is designed to provide hands-on experience using macroeconomic data to assess the state of the economy. The course will augment students' skills relating to finding, downloading, displaying, graphing, and analyzing economic data. The course will focus on three aspects of the economy: the real sector, the government sector, and the external sector. Students will learn to measure and compute output gaps, expenditure contributions to growth, Taylor and inflation-targeting rules, cyclically-adjusted fiscal balances, and reserve adequacy. They will also learn how to assess the sustainability of public and external debt and identify the key economic risks. The main format of the course will be hands-on workshops, interspersed with some lectures and readings. A short research project, including a presentation to the class.

Requirements/Evaluation: a short research project, including a presentation to the class

Prerequisites: CDE Students only, not open to undergraduate students

Grading: no pass/fail option, no fifth course option

Winter 2020

LEC Section: 01 TBA Hali J. Edison

ECON 99 (W) Independent Study: Economics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Lara D. Shore-Sheppard

ENGLISH (Div I)

Chair: Professor Kathryn Kent

- Andrea Barrett, Senior Lecturer in English
- Alison A. Case, Dennis Meenan '54 Third Century Professor of English; on leave Fall 2019
- Franny Choi, Gaius Charles Bolin Fellow in English
- Cassandra J. Cleghorn, Chair and Senior Lecturer in American Studies and English, Chair of American Studies Program; affiliated with: American Studies Program
- Alan De Gooyer, Lecturer in English
- Ezra D. Feldman, Visiting Assistant Professor of English
- Jessica M. Fisher, Associate Professor of English
- Stephen Fix, Robert G Scott '68 Professor of English
- Manuel Gonzales, Visiting Assistant Professor of English
- Bethany Hicok, Lecturer in English
- Walter Johnston, Lecturer in English
- Anuj Kapoor, Visiting Assistant Professor of English
- Kathryn R. Kent, Chair and Professor of English
- John E. Kleiner, Professor of English
- John K. Limon, John J Gibson Professor of English
- Kimberly S. Love, Assistant Professor of English; on leave Spring 2020
- Gage C. McWeeny, Professor of English; affiliated with: Oakley Ctr for Human & Soc Sci
- Peter T. Murphy, John Hawley Roberts Professor of English
- Kevin Ohi, Margaret Bundy Scott Professor of English
- Ianna Hawkins Owen, Assistant Professor of English
- Paul C. Park, Senior Lecturer in English; affiliated with: Graduate Program-Art History
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: Theatre Department; on leave Fall 2019
- Christopher L. Pye, Class of 1924 Professor of English; on leave Spring 2020
- Anjuli F. Raza Kolb, Associate Professor of English; on leave 2019-2020
- Bernard J. Rhie, Associate Professor of English
- Shawn J. Rosenheim, Professor of English, Chair of Campus Environmental Committee
- James R. Shepard, J. Leland Miller Professor of American History, Literature, and Eloquence; on leave Fall 2019
- Karen L. Shepard, Senior Lecturer in English; on leave Fall 2019
- David L. Smith, John W Chandler Professor of English
- Anita R. Sokolsky, Professor of English
- Christian Thorne, Professor of English and Williams-Mystic Faculty Fellow; affiliated with: Williams-Mystic Program
- Stephen J. Tifft, Professor of English
- Emily Vasiliauskas, Assistant Professor of English
- Ricardo A Wilson II, Assistant Professor of English

The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with intellectual and analytical skills that they can draw upon to follow a wide range of paths.

COURSES AND COURSE-NUMBERING

100-level Courses

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the Higher Level International Baccalaureate English exam.

200-level Courses

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing upper-level course work in the department. All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.

300-level Courses

The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

400-level Courses

400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400-level course before senior year.

ADVISING

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Prospective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

MAJOR

Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

Students majoring in English must take at least nine courses, including the following:

Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.

At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as the Gateway requirement.)

At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. (Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)

At least three courses at the 300-level or above.

At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

LH-A: courses dealing primarily with literature written before 1800.

LH-B: courses dealing primarily with literature written before 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).

LH-C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).

For further clarification, please see the English Department website at english.williams.edu.

Courses Outside the Department

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's Literary Histories, Criticism, or Gateway requirements.

STUDY AWAY

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student's advisor as well as the department's academic assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. In most cases we require syllabus, readings, and assignments. The one exception is the Oxford Program. We need only the title and description for that particular program.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, for most programs we allow only two electives towards the major. Again, the exception is the Oxford Program where we allow four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes, students cannot receive credit for the Gateway requirement. It is difficult to receive credit for our criticism requirement as well.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students must be aware that if they do not take a Gateway before their study away they will have to do it when they come back. Likewise for our criticism requirement.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

This happens most often when the student does not come to see the Chair before they leave or if they change their plans once they are away at their program.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Christopher Pye) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of (usually) fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, students publicly presents their work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

Applying to the Honors Program

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to pre-registration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department's assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

When pre-registering for Fall classes of their senior year, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

Progress and Evaluation of Honors

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student's work in the fall semester not meet this standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit one electronic copy to the department academic assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The advisor determines the student's semester grades in honors, while the two external readers recommend to the department that the project receive

Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

ENGL 102 (W) Intensive Expository Writing Workshop (WS)

This course allows students who need to make up a deficiency to do so over January term. The course totals the same number of class hours as a full semester plus a winter study, which is a lot--three hours a day, five days a week over four weeks. I also will require six or so writing assignments, with mandatory revisions. This is an English class, which means we will also be reading a lot of short stories. Some, but not all, of the assignments will consist of literary interpretations or analysis. The stories we read will be science-fiction stories, which tend to involve the same technical problems as expository essays: they include an unusual burden of exposition, and an explicit or implied thesis, often one of each. Because of this, they will also provide structural models for us, under the guiding principle that your essays can benefit from learning basic storytelling techniques: how to hook the reader, how to build suspense, how to handle exposition, how to provide a satisfying conclusion--in short, how to make your writing interesting.

Prerequisites: permission of a dean

Enrollment Preferences: students who need to make up a deficiency

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 102 and ENGL 41.

Distributions: (D1) (WS)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Winter 2020

SEM Section: 01 M-F 10:00 am - 1:00 pm Paul C. Park

ENGL 103 (W) Designer Genes Intensive (WS)

In his book *High Noon: 20 Global Problems, 20 Years to Solve Them*, J.F. Rischard notes that the biotechnology issues raised by the Human Genome Project are some of the most pressing global issues we face today. The sequencing of the human genome has opened up a "remarkable landscape of opportunity," Francis Collins and colleagues wrote in 2001: "Like Shakespeare, we are inclined to say, 'what's past is prologue.'" Collins and his associates couldn't have picked a more resonant text from which to quote than Shakespeare's play, *The Tempest*, a play that reverberates with the making of new worlds. With the mapping of the human genome, Collins suggests, we are at the beginning of some "brave new world." But with opportunity also comes a host of ethical concerns. Will this information be used to enhance the individual (or society)? If so, how will it improve the individual (or society)? Who should make those decisions? Will we be able to design our own genes, creating designer babies and societies? Questions about how we define race, gender, disease, and disability become even more pressing when it becomes possible for us to select what traits society deems more "desirable." Because literary and film analysis focuses primarily on language and representation, it is a discipline well-suited to getting at the social, ethical, and scientific complexities of this issue. In this writing skills course we will explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics. These texts--many of which also provide a model of exceptional writing--will come from a number of different genres, including the memoir, film, artwork, and non-fiction writing on contemporary science and medicine.

Prerequisites: permission of a dean

Enrollment Preferences: students who need to make up a deficiency

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 103 and ENGL 42.

Distributions: (D1) (WS)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Bethany Hicok

ENGL 104 (F) Creative Non-fiction (WS)

In this course we will read some of the most prominent practitioners of creative non-fiction--writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Ta-Nehisi Coates, Michael Pollan, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes--explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

Class Format: workshop

Requirements/Evaluation: four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am John E. Kleiner

ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 106 (S) "Make it New": The Modernist Experiment (WS)

Cross-listings: COMP 105 ENGL 106

Primary Cross-listing

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

Requirements/Evaluation: active class participation; three papers rising from 3-7 pages; three two-page reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 105 (D1) ENGL 106 (D1)

Writing Skills Notes: Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm James L. Pethica

ENGL 107 (F) Temptation

Cross-listings: ENGL 107 COMP 106

Primary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 107 (D1) COMP 106 (D1)

Not offered current academic year

ENGL 108 (F) Everyday Stories

We--human beings--consume stories every day, and we currently have a dazzling, even astonishing wealth of choices, every day. Most of these stories are Action Packed: this Thing blows up, this Heart throbs with passion, that Organization carries out some evil plot, this Person figures it out. We will examine the world of everyday storytelling across many mediums, from poetry to comic books to television, and across time, from the mid-19th century to the present.

Requirements/Evaluation: class participation, and 5-6 writing assignments amounting to 20 pages all told

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 111 (F) Poetry and Politics

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury,"; in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers of poetry, and better readers and writers of argumentative prose.

Class Format: discussion

Requirements/Evaluation: graded essays, final in-class team project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 112 (F) Introduction to Literary Criticism

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by the literary and other conventions influencing a work, and by the historical and personal circumstances of its composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will

read longer texts, including at least one play and one novel.

Requirements/Evaluation: four papers rising from 2-6 pages, regular short reading response papers, and contributions to class discussions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

ENGL 114 (F) Literary Speakers (WS)

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

Requirements/Evaluation: 5-6 papers, of varying length, spaced throughout the term (about 20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not yet taken a 100-level course in English

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 5-6 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to 5-6 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least two classes during the term will be specifically devoted to issues related to paper writing.

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am Stephen Fix

ENGL 117 (F) Introduction to Cultural Theory

Cross-listings: ENGL 117 COMP 117

Primary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion

Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 117 (D1) COMP 117 (D1)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

ENGL 119 (S) Missed Encounters (DPE)

Although we all entertain the dream of reaching directly across boundaries of personal and cultural difference, such exchanges remain inseparable from fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing--as rich as literature itself. We will study the missed encounter--the encounter in which the element of presupposition and fantasy is vividly apparent--in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will keep our gaze trained on what such events tell us about the nature of fantasy and the place of fiction. The course will consider novels, drama, film, opera, and non-fiction, works such as: Coetzee, *Waiting for the Barbarians*; Harriot, "Report of the New Found Land of Virginia"; Conrad, *Heart of Darkness*; Stephen Crane, "The Blue Hotel"; Nadine Gordimer, *The Pick Up*; Herzog, "Aguirre"; Shakespeare, *Merchant of Venice*; Puccini, *Madame Butterfly*; Huang, *M. Butterfly*; Austen, *Pride and Prejudice*; Gyasi, *Homegoing*; and theoretical writing, including texts by the psychoanalytic critic, Jacques Lacan.

Requirements/Evaluation: 20 pages of writing in the form of frequent short papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who have not taken or placed out of an English 100-level class

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course fulfills the spirit of the DPE requirement by engaging diverse cultural contexts in order to explore the ways in which political, racial, and sexual identities are staked on forcible assertions of difference which at once constitute power and erode it from within. Through discussion and critical writing, students will develop analytical tools and skills to interrogate these effects of social power.

Not offered current academic year

ENGL 120 (F) The Nature of Narrative (WS)

Cross-listings: COMP 111 ENGL 120

Secondary Cross-listing

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Requirements/Evaluation: active and meaningful class participation; two shorter papers, longer final paper including a draft workshopped in tutorial format

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111 (D1) ENGL 120 (D1)

Writing Skills Notes: The two shorter papers will receive extensive comments from the instructor; the instructor will meet individually with students to discuss their writing after the second paper. A partial draft of the final longer paper will be workshopped with the instructor plus a peer partner in tutorials; the tutorials will provide feedback for expanding and deepening the final paper.

Attributes: FMST Related Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

ENGL 123 (S) The Short Story

The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, probably by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

Class Format: class meetings will be devoted almost entirely to discussion

Requirements/Evaluation: grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am John K. Limon

ENGL 125 (F) Theater and Politics (WS)

Cross-listings: THEA 125 ENGL 125

Primary Cross-listing

When Plato designed his ideal republic, he excluded theater from it, arguing that indulging in the charms of theatrical representation would make men poor governors of themselves and thus threaten the integrity of fledgling Greek democracies. In the twentieth-century, however, the work of younger artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud provocatively suggested that theater itself could remedy the ills that Plato thought it aggravated by restoring to the people the productive power that the passively on-looking masses had ceded to the charisma of dictators. Today, as rapid changes in media daily transform the way in which we experience the world and understand our place within it, artists, critics, and philosophers continue to draw on the terms of historical debates about theater in attempts to understand the political significance of technologically enhanced forms of global spectatorship, asking what becomes of the traditional roles of viewers and directors on the new world-stage, in an age when revolutions are triggered by cell phone images, but advertising campaigns are also customized to consumers based on automated scans of private information like email. In this seminar, students take a historical approach to these urgent contemporary questions, analyzing the politics of theater in literature, criticism, film, and philosophy from antiquity to the present.

Requirements/Evaluation: three papers of increasing length and complexity, one of which you will revise, totaling 20 pages of finished writing, and a portfolio of interpretive questions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 125 (D1) ENGL 125 (D1)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, substantive feedback

on writing assignments, and revision in response to that feedback.

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

ENGL 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Primary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

ENGL 128 (S) Reading Asian American Literature

Cross-listings: COMP 128 ENGL 128 AMST 128

Secondary Cross-listing

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American

writing be linked to other English-language texts in the Asian diaspora?"

Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: prospective AMST or ENGL majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 128 (D2) ENGL 128 (D2) AMST 128 (D2)

Attributes: AMST Arts in Context Electives

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Anthony Y. Kim

ENGL 129 (S) Twentieth-Century Black Poets

Cross-listings: ENGL 129 AFR 129

Primary Cross-listing

From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Requirements/Evaluation: several short papers, a 15-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 129 (D1) AFR 129 (D2)

Attributes: AMST Arts in Context Electives

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am David L. Smith

ENGL 131 (F) All About Sonnets (WS)

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong

feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

Class Format: first week in regular class meetings, followed by weekly tutorial meetings in pairs

Requirements/Evaluation: five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Fall 2019

TUT Section: T1 Cancelled

ENGL 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Primary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American

slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self-determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

ENGL 133 (F) Shakespeare's Uncertain Ends

We've come to expect that the heroes of Shakespeare's tragedies learn something. *Othello*, *Lear*, *Hamlet*, *Macbeth*, and all the others, are supposed to achieve some kind of clarifying self-knowledge as a reward for their terrible suffering. After all, the heroes' flaws are revealed and their delusions are exposed so that they can eventually understand what has happened to them and why. They are meant to learn from their suffering. Or so we'd like to think. But the plays don't always cooperate with our desire for some compensating enlightenment. We don't always come away with a clear sense that Shakespeare's tragic heroes have arrived at a true self-recognition; in other words, they don't always fully grasp how their fate is implicated in their character. Nor are we granted an obvious, edifying moral to compensate for the misery we witness. What, then, do we discover at the end of a Shakespeare tragedy?

Requirements/Evaluation: three essays (two 5-page essays and one 10-page essay), short writing assignments, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 134 (F) Contemporary US Literature, Postcolonial Studies, & The Politics of Culture in the Age of Trump (DPE) (WS)

In this course we will read a handful of contemporary US novels and explore whether postcolonial theory can provide a critical vocabulary that helps situate the "others" of contemporary nationalism in an intersectional framework. From the enduring legacies and ongoing violence of settler colonial genocide and transatlantic slavery to the xenophobic disregard for human life during the war in Iraq and the current war on immigrants, we will consider how these novels expose the deeply engrained forms of racism, fear, privilege, and paranoia that subtend dominant discourses of US nationalism in the age of Trump. Over the course of the semester, we will explore the power and allure of this exclusionary nationalism as well as how it is constructed and reproduced through cultural fantasies such as American innocence and exceptionalism, the American dream, and the American frontier. We will pay equally close attention to the ways that the works we read radically unsettle the conceptual borders of geographical space and historical time that regulate who is included and who is excluded from -- to use Benedict Anderson's influential formulation -- the "imagined political community" of the United States. Readings will include *There There* by Tommy Orange, *Signs Preceding the End of the World* by Yuri Herrera, *Homegoing* by Yaa Gyasi, and *The Book of Collateral Damage* by Sinan Antoon.

Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing including three papers, a revision of one paper with editorial changes explained in endnotes, as well as two editorial responses to the work of another student. In addition to two in-class workshops, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Difference, Power, and Equity Notes: In course readings, written assignments, and seminar discussions, students will address contemporary debates related to US nationalism and its "others." During the semester students will consider the disturbing normalization of white nationalism as well as the imperatives of thinking about collectivity and self/other relations beyond assimilative understandings of diversity and multiculturalism.

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Anuj Kapoor

ENGL 135 (F) Vengeance

For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs--and he usually has to die for it. Driven by past events, cut off from the present, and wrapped up in stratagems for future reprisals, the avenger's actions are almost always compromised by impotence or excess. At best, revenge is "a kind of Wilde Justice"--a justice that kills its heroes as well as its villains. We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible. Readings will include Sophocles' *Electra*, Dante's *Inferno*, Shakespeare's *Hamlet* and *The Tempest*, Chaldeon de Laclos' *Dangerous Liaisons*, and Vonnegut's *Slaughterhouse Five*, as well as several short stories and films.

Requirements/Evaluation: two 5-page essays; one 10-page essay; several short response essays; 10% of grade is on participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 136 (S) Slavery and the Making of a Literary Tradition

Cross-listings: AFR 136 ENGL 136

Primary Cross-listing

How has the subject and iconography of slavery continued to preoccupy the American literary and cultural imagination? In this course, we will examine the transatlantic circulation of ideas regarding race, nation, citizenship, self-mastery, agency, and freedom in colonial and antebellum America and consider how these debates have continued to the present. We will read such authors as Phyllis Wheatley, Harriet Jacobs, Harriet Wilson, William Faulkner, Mark Twain, and Toni Morrison. Forms will include poetry, slave narratives, novels, advertisements, broadsides, pamphlets, and other ephemera. We will also view cinematic representations of slavery, such as WGN's *Underground*, the adaptation of Solomon Northrop's *12 Years a Slave*, and Issa Rae's parody "Due North" in *Insecure*.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages

Prerequisites: first-year students who have not taken or placed out of a 100-level ENGL course

Enrollment Limit: 19

Enrollment Preferences: none

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 136 (D1) ENGL 136 (D1)

Not offered current academic year

ENGL 138 (S) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals (like what Christians call the soul)? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and neuroscientists have argued in their own different idioms more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it. Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we will study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, Ta-Nehisi Coates' *Between the World and Me*, Paul Kalanithi's *When Breath Becomes Air*, and theoretical writings on the self by Plato, Descartes, Thoreau, Sartre, and Bruner, among others. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Requirements/Evaluation: four analytical papers totaling 20 pages; active class participation; participation in other short writing assignments

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Related Courses

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

ENGL 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Primary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamila Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and

revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

ENGL 140 (F)(S) Introduction to Creative Writing

The controlling conceit of this class is that the different genres of creative writing are cross-fertilizing, even if you imagine yourself to have a strong proclivity toward one. Though much of our energy will go into producing new work--poetry, fiction, and creative nonfiction--we will also look at published work through a combination of approaches: seminar style discussions, as well as mini-lectures and craft essays that will guide your writing in each genre. The instructor will be the primary respondent to your work, although you will also become comfortable reading and critiquing one another. There will be at least one workshop-format class per genre. This course does not fulfill the writing skills requirement, because of its emphasis on creative rather than analytical writing, and because I don't require revisions. Nevertheless, you will be writing a lot, ten to fifteen pages in each genre, as well as peer responses.

Requirements/Evaluation: though students will be required to produce at least 30 mixed-genre pages, this is not a WS class, because of its emphasis on creative rather than critical writing

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who have not taken a creative writing course; students who received an AP 5 in Literature are eligible

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Paul C. Park

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Cassandra J. Cleghorn

ENGL 142 (S) Idleness

What happens when nothing is happening? Is inactivity the mark of sinful sloth, the mind's freedom to reflect in tranquility, or an act of political resistance? In this course, we will survey the long history of idleness as represented in literary texts, philosophical writing, and other cultural documents like Reconstruction-era vagrancy laws and op-eds about automation and the future of work. We will be interested in the many things that not working has been made to mean, especially as the bearer of human identity and privileges of class, race, and/or gender. Who gets to draw the line between leisure and laziness, and why? We will pursue these questions by reading authors such as Homer, Hesiod, Horace, Augustine, Petrarch, Langland, Marvell, Eliot, Melville, Dickinson, Wilde, Weber, Woolf, McKay, Adorno, Foucault, and Kincaid.

Requirements/Evaluation: four five-page papers, one in-class presentation, thoughtful participation in class discussions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 146 (S) Campus Life: The University and the Novel

What is college for? To a significant number of writers from roughly 1945 onward, one answer seemed to be: college is the perfect setting for a novel! The Campus Novel, as it is known, mines the rich, frequently zany dramatic terrain that emerges when large groups of young people try to live and learn together in a closed environment. Filled with the absurdities of academic and collegiate life, the scholarly and sexual intrigues of the college campus, Campus Novels also are microsociologies of college: not just reflections *of*, but reflections *upon*, the institutional contexts of the American university. This course will introduce students to the Campus Novel (and its cousin, the Campus Movie), as a way to explore the history and meaning of liberal arts education in the American University from roughly the post-World War II emergence of mass higher education through co-education, multiculturalism, and the rise of the corporate university. Fictional lab reports upon experiments in living, works dedicated to figuring out what and whom a liberal arts education is for, these novels will be our own guides to an exploration of these questions. Likely texts: Amis, *Lucky Jim*, McCarthy, *The Groves of Academe*, Delillo, *White Noise*, Donna Tartt, *The Secret History*, Zadie Smith, *On Beauty*, Dave Eggers, *The Circle*, and films such as *Breaking Away*, *School Daze*, and *The Social Network*.

Requirements/Evaluation: four to five essays, totaling approximately 20 pages, regular and substantial contributions to our collective inquiry in the seminar room

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 149 (F) First-Hand America

Cross-listings: AMST 149 ENGL 149

Secondary Cross-listing

Gonzo journalism, the nonfiction novel, literary journalism, the "new new journalism": the study of American culture has thrived in the able hands of writers, reformers and amateur anthropologists. This course is an introduction to American writing and culture through the eyes of extraordinary witnesses who work as public intellectuals, addressing a readership that reaches beyond the university. Through essays, films and music we will track the documentary impulse from coast to coast: from Ferguson, Baltimore, Miami, Watts, Denver, Harlem, Chicago, Compton and Sing-Sing prison to the wilds of Alaska and rural Georgia; from mass demonstrations to the most intimate, bedside revelations. How have writers and artists given their audiences tools for understanding power, privilege, and difference in America?

Class Format: seminar

Requirements/Evaluation: multiple short essays and revisions, peer-editing and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 149 (D2) ENGL 149 (D2)

Attributes: AMST Arts in Context Electives

Not offered current academic year

ENGL 150 (F) Expository Writing

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The*

Checklist Manifesto. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American. (This course and English 152 focus more directly on basic expository writing skills than the other 100-level classes in the English department.)

Requirements/Evaluation: five papers totaling at least 20 pages; evaluation partly based on improvement and effort

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 Cancelled

ENGL 150 (S) Expository Writing

This course is designed to improve your essay-writing skills. We will try to figure out how to write effective college essays in an assortment of disciplines, and get away from the one-size-fits-all template you remember from high school. We will learn how to write introductions that grab you, exposition that thrills you, climaxes that fill you with suspense, and conclusions that feel both surprising and inevitable. We will also read short stories in this class, both as source material for analysis and interpretation, and for story-telling techniques that we can steal. There will be weekly writing assignments, leading up to a twelve- to twenty-page final project.

Requirements/Evaluation: four of five papers totaling at least 20 pages; evaluation partly based on improvement and effort

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 151 (S) Reading and Writing Science Fiction (WS)

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both forms of writing--the disciplined articulation of brainy thoughts and mighty feelings--are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together--a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and an interpretive/analytical essay. Assigned readings will include stories and essays by Terry Bisson, Octavia Butler, Samuel R. Delany, Karen Joy Fowler, Carol Emshwiller, and John Crowley, among many others.

Class Format: discussion

Requirements/Evaluation: active participation in class and about thirty pages of writing, both critical and creative; two 12- to 20-page writing assignments (short story and analytical/interpretive essay), with revisions; half-dozen shorter writing assignments, plus written responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course will require two long writing assignments, twelve to twenty pages, one critical and one creative, each of which will go through an extensive revision process. In addition, I will assign a half-dozen shorter assignments of both types (critical and creative) and single-page critical responses to all workshopped assignments, for a total of thirty or so pages of required writing. A crucial component of the course will be its attention to writing style, strategy, and organization.

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Paul C. Park

ENGL 152 (S) Direct Action & Other Political Acts in Black Cultural Texts (DPE) (WS)

This is an expository writing course meant to aid students in developing stronger college essay writing skills. This will be accomplished through engagement with the central theme of black direct action described in political, cultural, and artistic texts of the last two centuries. The course will train students to write strong thesis statements, develop close reading skills, sharpen keyword usage, and create empathetic writing relationships. This course also takes black direct action as its organizing principle by asking students to consider how we become agents in both our writing and our lives. Forms of cultural production to be examined in this course include slave narratives, memoir, speeches and open letters, zines, poetry, op-eds, short stories, novels, film and television, visual art, and criticism.

Requirements/Evaluation: daily writing (Monday-Friday), three original essays (4-5 pages) and two extensively revised essays (4-5 pages), final portfolio, consistent engagement during class sessions

Prerequisites: permission of English department Administrative Assistant Pat Malanga

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: while this class is organized around a theme (black direct action), it is strictly meant for students who are trying to improve their essay writing skills; those who do not need assistance with writing should not enroll in this course

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Daily writing every Mon/Tu/Wed/Th for 15 min per day; Fri written reflections on the daily writing including a self-assessment of patterns, strengths, and weaknesses that week; 3 original essays (4-5 pages); 2 extensively revised essays (4-5 pages) including a letter describing revision choices; submission of a final portfolio of 2 of the 5 essays including a letter describing student's growth. Timely feedback on writing skills from instructor with suggestions for improvement.

Difference, Power, and Equity Notes: This class explores the self-determined actions of black individuals, communities, and movements in the United States confronting and dismantling white supremacist power relations. Histories of racial violence, trauma, and subjugation are examined from the point of view of black intervention with special attention to the intersections of strategy, tactic, and literary genre in imagining, achieving, or re-committing to the work of freedom, from slavery to the present.

Not offered current academic year

ENGL 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153 ENGL 153

Primary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways.

Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153 (D1) ENGL 153 (D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

ENGL 154 (F) Imagination and Authority

A course on the subject of who gets to write about what when it comes to fiction. Among the questions we'll be taking up: What are the outer boundaries of those imaginative acts that should be attempted? The central goal of this course is to teach you how to write a well-argued and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, this is also a literature class, designed as well to prepare you for upper level courses in the English Department.

Requirements/Evaluation: four to five papers totaling at least 20 pages; revisions, student teaching, written and oral comments, final portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 155 Reading the *Inferno* (WS)

This is an expository writing course, but also a journey through hell—more precisely, through Dante's *Inferno*. Over the course of the semester, as we wind our way through the underworld, we will consider the circumstances of the damned, their guilt, their punishments, and the overall aims of Dante's extraordinary vision. How and why are the condemned sentenced to an eternal afterlife in this underground kingdom of cruelty? What are we to make of the poem's humor and malevolence, and how are we to understand its vast architecture? In writing about the fate of these sins and sinners we will focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays.

Requirements/Evaluation: four to five papers totaling at least 20 pages, revisions and other short writing assignments, class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students, especially students with demonstrated need for help with analytical writing

Expected Class Size: 12

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page essays in multiple drafts; other short writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

ENGL 157 (F) Reading the 'Inferno' (WS)

This is an expository writing course, but also a journey through hell---more precisely, through Dante's Inferno. Over the course of the semester, as we wind our way through the underworld, we will consider the circumstances of the damned, their guilt, their punishments, and the overall aims of Dante's extraordinary vision. How and why are the condemned sentenced to an eternal afterlife in this underground kingdom of cruelty? What are we to make of the poem's humor and malevolence, and how are we to understand its vast architecture? In writing about the fate of these sins and sinners we will focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Requirements/Evaluation: four short 3-page essays and one 6- to 8-page essay

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The class is primarily design as a writing course. I plan on assigning series of three-page essays, one every other week, as we work our way through Dante's Inferno at the rate of three or four cantos per week. These shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. This should provide sustained and structured feedback to the students. A final extended essay of six to eight pages will required.

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Alan W. De Gooyer

ENGL 161 (F) Metafiction

Cross-listings: COMP 161 ENGL 161 COMP 139 ENGL 139

Primary Cross-listing

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Franz Kafka, Kelly Link, Michel Gondry, Paul Park, and others. Ultimately, we will use the study of metafiction to focus a larger inquiry into the socializing force of language and self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in much of their assigned writing.

Class Format: discussion

Requirements/Evaluation: several short exercises; four or five papers of increasingly complexity, totaling 24 pages; consistent attendance and participation; a genuine love of reading, and a willingness to reread

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 161 (D1) ENGL 161 (D1) COMP 139 (D1) ENGL 139 (D1)

Not offered current academic year

ENGL 162 (F) Robots, Puppets, and Dolls (WS)

Is Pinocchio alive? How about the Terminator, or the operating system in *Her*? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects).

Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for many real people?

Requirements/Evaluation: students write five essays over the course of the term, in addition to a number of ungraded but required exercises

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades. All of the essays receive written comments addressed to their design and execution.

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Shawn J. Rosenheim

ENGL 201 (F) Shakespeare

We've come to expect that the heroes of Shakespeare's plays learn something. Misguided lovers are meant to be enlightened, and tragic heroes are supposed to achieve some kind of clarifying self-knowledge as a reward for their suffering. Supposedly, once the heroes' flaws are revealed and their delusions are exposed, they come to understand what has happened to them and why. Or so we'd like to think. But the plays don't always cooperate with our desire for a compensating enlightenment. We don't always come away with a clear sense that Shakespeare's heroes have arrived at true self-recognition; nor are we granted an obvious, edifying moral to compensate for the drama we've witnessed. What, then, should we look for at the end of a Shakespeare play? The plays we will read include *As You Like It*, *Henry IV, Part 1*, *Hamlet*, *Measure for Measure*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*.

Requirements/Evaluation: two 5-page papers, one 10-page paper, occasional short analytical exercises, class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English majors and prospective English majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Alan W. De Gooyer

ENGL 202 (S) Modern Drama

Cross-listings: ENGL 202 COMP 202 THEA 229

Secondary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is strongly recommended for any students majoring in Theatre

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 202 (D1) COMP 202 (D1) THEA 229 (D1)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm James L. Pethica

ENGL 204 (S) Hollywood Film

Cross-listings: COMP 221 ENGL 204

Primary Cross-listing

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get out*. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Requirements/Evaluation: attendance at Sunday evening screenings; two 2-page essays, two editing exercises, a midterm, and a final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 221 (D1) ENGL 204 (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm John E. Kleiner, James R. Shepard

ENGL 205 (F) The Art of Poetry: The History and Theory of Lyric (WS)

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in antiquity before shifting our focus to the development of lyric in English. We'll read closely the work of such poets as Wyatt, Donne, Wordsworth, Keats, Hopkins, and Dickinson before turning to questions of lyric in the 20th and 21st centuries. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

Requirements/Evaluation: frequent short writing assignments totaling 20+ pages, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Frequent informal writing assignments and two formal papers: one (5-7 pages) due at the midterm, and one final paper (10-12 pages), in preparation for which students will submit a proposal and meet with the professor as their research develops. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Jessica M. Fisher

ENGL 206 (F) We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language (DPE) (WS)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Requirements/Evaluation: four short papers (5 pages), a presentation, and a final research project

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

Attributes: ASAM Related Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2019

SEM Section: 01 Cancelled

ENGL 209 (S) Theories of Language and Literature (WS)

Cross-listings: ENGL 209 COMP 265

Primary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 209 (D1) COMP 265 (D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

ENGL 210 (S) American Modernism

Cross-listings: AMST 210 ENGL 210

Primary Cross-listing

"Modernism" in literature refers to texts from the second half of the nineteenth through the first half of the twentieth century. These works are typically at once self-referential and extra-referential; books acutely aware of their own status as language nevertheless aspire to describe, or even save, the world beyond words. Insofar as modernism posits an aestheticism that can seem redemptive, a concern of the course will be the relation of modernism to modernity: the new world that needs saving. The American version of modernism will have the additional challenge of producing out of the difficulties of self-conscious fiction a redemption that suits a democracy--and a multiply divided democracy at that. Writers of the course will include DuBois, Larsen, Hemingway, Faulkner, Stein, Toomer, Hurston, Williams and Agee.

Requirements/Evaluation: two short papers, one longer (10 pp.) final paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: sophomores

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets post-1900 requirement in English major only if registration is under ENGL

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 210 (D2) ENGL 210 (D1)

Attributes: AMST Arts in Context Electives ENGL post-1900 Courses

Not offered current academic year

ENGL 211 (S) English Literature from 1000 to1600

One of the oldest surviving works in English, *Beowulf* tells the story of a monster and his mom. In this class we will read key texts from the medieval and early modern periods, starting with *Beowulf* and ending with Shakespeare's equally bloody *Titus Andronicus*. Other readings will include selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, sonnets by Sidney and Donne, and Marlowe's *The Jew of Malta*. We will discuss the conflicting, often self-contradictory claims that writers in these periods made for the importance of literature and the anxieties that these new types of fiction generate--about sex, about God, about money. We will ask what it meant to read--and misread--before books were commonplace.

Requirements/Evaluation: two papers (5-7 pages), midterm, final

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 212 (S) Milton Through the Romantics

Taking advantage of a relatively quick movement through many representative texts, this survey course will follow the development of English literature and culture from around 1660 to 1830. We'll focus on Making Connections and Telling the Story; we'll look at poetry, prose, magazines, paintings, buildings and some other objects. We will watch things happen like the invention of the individual, and gender, and democracy, and other important features of our world. Authors to be studied may include Donne, Milton, Pope, Defoe, Wordsworth, Byron, Shelley and Keats.

Requirements/Evaluation: class attendance and participation, weekly short writing assignments, two 6-7 page papers, and a final 24-hour exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 213 (S) Making Radio

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is not a course in journalism, but rather an experiment in documentary cinema for the ear. We'll do some reading in radio history and technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love & Radio*, and *Serial*), but most of our time--and this is a time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

Requirements/Evaluation: five short audio pieces; attendance and active participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; English majors; students with radio or studio art training

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 214 (S) Writing for Stage and Screen

Cross-listings: ENGL 214 THEA 214

Secondary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring

character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 214 (D1) THEA 214 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ilya Khodosh

ENGL 216 (S) Introduction to the Novel

There was a time when novels as we understand them didn't exist; then there was a time--centuries--when novels were overwhelmingly the dominant storytelling and literary mode in English. This lecture course will follow the cultural arc of the novel from its beginnings through the later 20th century, when novels competed for cultural space with new storytelling modes. Along the way we will think about what stories are for, generally; why this kind of long-form storytelling was invented; and what cultural work novels do and have done. Possible writers to be studied include Defoe, Austen, Bronte, Dickens, James, Joyce, Nabokov, and Morrison.

Requirements/Evaluation: midterm and final exams, one critical essay, and some short writing assignments

Prerequisites: none

Enrollment Limit: 80

Enrollment Preferences: students who have pre-registered for the course; thereafter, seniors, then juniors, sophomores, and first-years

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories B

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Peter T. Murphy

ENGL 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Primary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt

Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

ENGL 220 (S) Introduction to African American Literature

Cross-listings: AFR 220 AMST 220 ENGL 220

Primary Cross-listing

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over three papers

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 220 (D1) AMST 220 (D1) ENGL 220 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Not offered current academic year

ENGL 221 (F) A Science Fiction and Fantasy-Writing Seminar

As you might have guessed, this is a creative-writing workshop, specializing in Fantasy and Science Fiction. We are going to write a lot, and not really read so much, though from time to time we might look at the odd piece of professional work, by way of example or inspiration, or as a source for stolen goods. Mostly, though, we will be discussing (anonymously, except for the final projects) our own stuff---- original stories or sketches for stories, or

various plot, character, or setting exercises. We'll write maybe five or six stories, which is a fair amount of work, although to save time I'm hoping we can keep any analysis or interpretation to a strict minimum.

Requirements/Evaluation: passing the course will require finishing and revising at least one 12- to 20-page story, as well as numerous shorter assignments and sketches

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: discretion of the instructor

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 222 (S) Lyric Poetry (WS)

The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets likely to be studied are: Jonson, Gray, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

Requirements/Evaluation: active participation in seminar discussions, and four or five papers (about 20 pages total)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 4-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be 20 pages or more. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENGL 224 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

ENGL 225 Introduction to Asian American Literature: Fiction and Memoir (WS)

This Gateway is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. Likely readings include: Carlos Bulosan's *America is in the Heart* (1946); John Okada's *No-No Boy* (1957); Maxine Hong Kingston's *Woman Warrior* (1976); Chang-rae Lee's *Native Speaker* (1995); Jhumpa Lahiri's *Interpreter of Maladies* (1999); Lê thi diêm thúy's *The Gangster We are All Looking For* (2003); Ruth Ozeki's *A Tale for the Time Being* (2013); and Celeste Ng's *Everything I Never Told You* (2014). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective.

Requirements/Evaluation: four papers totaling about 20 pages; engaged participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 226 (S) The Irish Literary Revival

This course will focus on the Irish Literary Revival of c.1885-1920, during which Irish literature in the English language became firmly established as a canon clearly separate from the English tradition, and writers such as W.B. Yeats and James Joyce achieved international renown. Readings will include drama, poetry, fiction and non-fiction prose by Yeats, J.M. Synge, Joyce, George Moore, George Bernard Shaw, Lady Gregory, Douglas Hyde, Sean O'Casey and others. We will foreground key fault-lines of the period: competing visions of what constituted "authentic" Irish identity; debate over the propriety of writing in English, drawing on British literary traditions, or seeking a non-Irish audience; the work of "self-exiles" such as Shaw and Joyce, versus that of writers who stayed in Ireland; and the long-entrenched political tensions between Catholics and Protestants, and Unionists and Nationalists. Throughout, we will consider the functions and efficacy of literature in promoting cultural or political change. The course will conclude by considering the extraordinary vitality of post-independence and contemporary Irish literary culture, with readings of work by Seamus Heaney, Colm Toibín, Anne Enright and Martin McDonagh, and discussion of recent Irish film. Key considerations here will be the ways traditional notions of Irish Nationalism and national identity have been revised or abandoned under the impact of independence, economic prosperity and globalization, contemporary sexual politics and other forms of change.

Requirements/Evaluation: four 4+ page papers, and several shorter writings assignments; class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 227 (F) Elegies

This tutorial--intended primarily for sophomores--explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

Class Format: weekly meetings with instructor, 60-75 minutes

Requirements/Evaluation: active participation in tutorial meetings, students will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: sophomores; not open to first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 229 (S) Contemporary American Fiction

Cross-listings: ENGL 229 AMST 230

Primary Cross-listing

In this course we will read and analyze a selection of fiction written between 1945 and the present, with an emphasis on proving (in the sense of testing) the three terms in the course title. Could John Cheever's "The Enormous Radio" really be contemporary? Is James Baldwin's *Giovanni's Room* American in the same way as Alice Munro's *Dear Life*? And is Michelle Tea's *Black Wave* fiction or something else? Along the way, we'll also ask: What forms and themes define contemporary American fiction? And why should we invest in defining the "contemporary" period at all? Other authors we will study may include: Raymond Carver, Thomas Pynchon, Toni Morrison, Renata Adler, Margaret Atwood, Lydia Davis, Chang Rae Lee, Jennifer Egan, and Colson Whitehead.

Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 229 (D1) AMST 230 (D1)

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

ENGL 230 (F) Introduction to Literary Theory (WS)

Cross-listings: ENGL 230 COMP 240

Primary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello*, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening

surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: discussion

Requirements/Evaluation: frequent short papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 230 (D1) COMP 240 (D1)

Writing Skills Notes: The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Christopher L. Pye

ENGL 231 (F)(S) Literature of the Sea

Cross-listings: MAST 231 ENGL 231

Secondary Cross-listing

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 231 (D1) ENGL 231 (D1)

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

LEC Section: 01 TBA Christian Thorne

Spring 2020

LEC Section: 01 TBA Kelly P. Bushnell

ENGL 232 (S) We the People in the Stacks: Democracy and Literatures of Archives

Cross-listings: ENGL 232 LATS 232

Secondary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue." --Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University This literature and writing course will examine the concept of archives through the lens of democratic ideals. A primary focus will be on how works of literature engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. We will also look at the lives of archivists like Arturo Alfonso Schomburg. Readings include: "The Library of Babel" by Jorge Luis Borges; Important Artifacts and Personal Property From the Collection of Lenore Doolan and Harold Morris, Including Books, Street Fashion and Jewelry by Leanne Shapton; and All the Names by José Saramago. Drawing from the values explored in class, students will have opportunities to contribute to existing archives and to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 232 (D1) LATS 232 (D2)

Attributes: LATS Core Electives

Not offered current academic year

ENGL 233 (S) Great Big Books (WS)

Cross-listings: COMP 293 ENGL 233

Primary Cross-listing

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 293 (D1) ENGL 233 (D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences; occasional in-class discussion of issues of writing and argumentation.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Stephen J. Tiff

ENGL 234 (S) The Video Essay

While students today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think *with* the medium, exploiting the resources of film and video in their efforts to understand how they work on viewers. The Video Essay offers the chance to do that. After being introduced to the fundamentals of film analysis and trained in the use of Adobe Premiere Pro, students will spend the semester alternately making short video essays and commenting on the essays produced by their partners. Please note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required.

Class Format: we will meet as a group for three weeks, then break into groups of two with whom I will meet weekly; students will alternate between creating video essays on film topics, and writing commentaries on the essays of their partner

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays

Prerequisites: permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: course books

Distributions: (D1)

Attributes: ENGL post-1900 Courses FMST Core Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Shawn J. Rosenheim

ENGL 236 (S) Fields of Barley, Streets of Gold: Utopia in Fiction

Each of the gates was a single pearl: And the street of the city was pure gold, As it were transparent glass.

Revelations 21:21

It makes us happy to imagine the future in apocalyptic terms, partly because we love to say I told you so. You didn't listen, and now look. Fort Lee is on fire, and zombies are smashing down your parents' door. Catastrophe satisfies us on many levels; by contrast, the utopian vision provides a more delicate thrill. For a writer, the task is to provide a fiction that will not feel like a moral lesson or the illustration of some theory about how we should behave. This course will consider different utopian stories in turn, moving from Plato's *Republic* through the invented worlds of Thomas More, Margaret Cavendish, Edward Bellamy, and H.G. Wells, and then into the more contemporary science fiction of Kim Stanley Robinson, Ursula LeGuin, John Crowley, and others. Implicit in any kind of alternate reality is its creators' rejection of the place they live, and their corresponding longing for something new, which in all cases is as interesting as the way a story might work as a model for social improvement. In addition to the occasional critical essay, students will invent a personal utopian fiction of about twenty to twenty-five pages, to be read and discussed by the class.

Class Format: seminar

Requirements/Evaluation: various short assignments and one 20-page project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ENGL 238 (S) Key Topics in Literary Theory: The "Critique of the Subject" (WS)

This course will introduce students to one of the core topics in the field of literary theory: the "critique of the subject." Is the "subject" (i.e. the "self", what we refer to when we use the word "I") coherent, bounded, and autonomous, like what Christians mean when they speak of the soul? Or is the subject, rather, the contingent product of historical and political forces (like the media, gender norms, and beliefs about race, property, and the law)? Is language best thought of as something humans use to express their thoughts to communicate with one another? Or is language, rather, something which shapes and determines the very forms that human subjectivity can take in the first place? Is "the subject" *really* real? Or is our sense of self ultimately just an illusion: an effect of language, power, or history? We will consider all these possibilities, and more. We will begin the course by reading classical accounts of subjectivity by Descartes, Kant, and Husserl, before studying a dizzying array of theoretical "critiques" of this philosophical tradition. Not only will the sheer variety of theories be somewhat dizzying, many of the theories themselves are truly mind-blowing (in the best sense), many of them totally upending our sense of what it means to have a self or to think of ourselves as human in the first place. By the end of the semester, students will be familiar with versions of the "critique of the subject" that are associated with a number of influential theoretical approaches, including: phenomenology, psychoanalysis, Marxism, feminism, deconstruction, New Historicism, postcolonial theory, and queer theory. We will read a few literary texts in tandem with various theories, but students should know that the emphasis throughout will fall squarely on the theoretical texts themselves: in particular, how to understand them, how to write about them, and how to put radically different theories in meaningful conversation with one another.

Requirements/Evaluation: four papers totaling about 20 pages; engaged participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write four 5-page papers on which I will provide written feedback regarding grammar, style, and argument.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ENGL 239 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Primary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

ENGL 240 (F) What is a Novel?

Cross-listings: COMP 239 ENGL 240

Primary Cross-listing

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? This course is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory--too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. We will move back and forth from the theory of the novel to its practice in order to see how the novel and its understanding have changed over the past 200 or so years. Novelists will come from the 19th and 20th centuries, likely Austen, Dickens, and Mieville. Theorists are likely to include Henry James, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, Eve Sedgwick,

Edward Said, Leo Bersani, and Franco Moretti.

Requirements/Evaluation: four to five papers totaling about 20 pages; regular, substantial, and intensive participation in class

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 239 (D1) ENGL 240 (D1)

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Not offered current academic year

ENGL 241 (S) Introduction to Comparative Literature

Cross-listings: COMP 110 ENGL 241

Secondary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shōnagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. *All readings will be in English.*

Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: students considering a major in Comparative Literature

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 110 (D1) ENGL 241 (D1)

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Christopher A. Bolton

ENGL 243 (F) Chemical Intimacies (DPE)

Cross-listings: SCST 233 WGSS 233 STS 233 ARTH 243 ENGL 243

Secondary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between

"actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 233 (D2) WGSS 233 (D2) STS 233 (D2) ARTH 243 (D2) ENGL 243 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Not offered current academic year

ENGL 244 (F) Interpreting Film (WS)

From the earliest days of narrative film, it was clear that the new medium enjoyed an unparalleled capacity to absorb spectators in the sheer passive enjoyment of the cinematic spectacle, so for many viewers cinema has seemed naturally to be a form of entertainment rather than an art form or a medium for exploring ideas. But not only have entertaining "movies" and artistic "films" always co-existed amicably, but in many cases have coincided: some of the greatest works of cinematic art first billed themselves unassumingly as enjoyable diversions. In order to appreciate the aesthetic and intellectual richness of such films, one must learn to "read" their crucial scenes closely, analyzing their visual and auditory language as well as their dramatic content, and must learn to interpret their surprisingly complex larger patterns of thought. This tutorial offers concrete training in both of these skills. During the first four weeks, students will write and discuss short weekly papers analyzing key sequences of a film, learning to identify diverse cinematic effects in order to illuminate dramatic patterns. During the last six weeks of the semester each student in a tutorial pairing will write a longer interpretive paper in alternate weeks, learning to construct fuller arguments addressing the whole of a film. Most films will be drawn from classical Hollywood cinema of the 1930s and 1940s, but we will also study European, Indian, and Japanese films. Readings during the first part of the semester will concern technical features of cinema; later readings will address larger interpretive issues (e.g., patterns in film genres, such as the nature of the gangster as a tragic hero; or social issues reflected in films, such as the newly empowered roles of women during the early 1940s and their influence in shaping the dangerous heroines of film noir).

Requirements/Evaluation: six short (2- to 6-page) papers and three short responses to one's partner's paper, totalling 25 pages of writing; active, sustained participation in tutorial discussions

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 10

Enrollment Preferences: sophomores and first-year students who have satisfied or placed out of the English Department's 100-level prerequisite

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Tutorial--constant writing and critique. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Fall 2019

TUT Section: T1 TBA Stephen J. Tifft

ENGL 245 (F) Blackness and Visual Expression

This course will examine how blackness has been represented in visual media. Beginning with 19th century examples, we will examine representations associated with slavery and minstrelsy. In particular, we will consider paintings by artists such as Winslow Homer, Thomas Eakins, and Henry O. Tanner, alongside racial representations in popular media, such as newspaper editorial cartoons and book illustrations. Moving across the range of the 20th century, we will examine various visual media, including painting, photography, theater, costume design, fashion, advertising, and film. Films such as *Cabin in the Sky*, *Stormy Weather*, *Bingo Long's All Stars*, *Shaft*, and *Harlem Nights*, as well as recent movies, including *The Black Panther* and *Get Out* exemplify various imaginative revisions of racial conventions. Students will be expected to participate actively in the classroom and in group projects. Some of this material will be covered by student presentations, and all students will be expected to contribute to our discussions of the various examples we bring before us. Texts for the course will represent several disciplines and approaches to writing about race and culture. The writing for the course will be a journal and a 10-page final paper.

Requirements/Evaluation: participation in group projects, journal, and final 10-page paper

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: majors and prospective majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL 200-level Gateway Courses

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm David L. Smith

ENGL 246 (S) The Love of Literature (DPE) (WS)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue *The Symposium* to the Christian love of Paul's epistles; the Romantic love of Goethe's *Elective Affinities* to the modern love of Woolf's *To the Lighthouse* and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Requirements/Evaluation: three papers of increasing length and complexity, totaling 20 pages of finished writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: those interested in majoring in English

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

Difference, Power, and Equity Notes: The course materials and discussion emphasizes questions of gender, sexuality, and race.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

ENGL 247 Art of the Essay

The "essay" is one way of writing about the intersection of self and world. Writers from 16th century French Michel Montaigne to contemporary

American physician Siddhartha Mukherjee and Canadian lyric essayist Anne Carson have experimented in this form, varying the proportion of self-scrutiny to outward focus. We will study the meandering history of this rich literary form, learning both how to analyze and interpret representative examples from multiple traditions, and how to try our hand at our own creative nonfiction. That is, you will do both critical writing and creative writing for this course. Throughout, we will track how this genre serves those writers and readers who gravitate toward its special arts. Works read include those by the writers named above, as well as a selection from the following list: Henry David Thoreau, William James, Gertrude Stein, James Baldwin, James Agee, John McPhee, Alice Walker, Gloria Anzaldua, Claudia Rankine, Theresa Hak Kyung Cha, and Maggie Nelson.

Requirements/Evaluation: four papers (two critical and two creative), of varying lengths (from 2-10 pages), for a total of 20 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

Grading:

Distributions: (D1)

Not offered current academic year

ENGL 248 (F) Black Women in African American Literature and Culture

Cross-listings: AMST 248 WGSS 258 ENGL 248

Primary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf*), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series *Insecure*.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 248 (D1) WGSS 258 (D2) ENGL 248 (D1)

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 249 (F) Staging Race and Gender (DPE)

Cross-listings: ENGL 249 THEA 249 WGSS 269

Primary Cross-listing

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake

Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 249 (D1) THEA 249 (D1) WGSS 269 (D1)

Difference, Power, and Equity Notes: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 250 (S) Americans Abroad (DPE)

Cross-listings: AMST 242 COMP 242 ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their concept of "home" into something that reflected their individual identity, and not one imposed by any national culture--American or foreign.

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Limit: 18

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 242 (D2) COMP 242 (D1) ENGL 250 (D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

ENGL 252 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Secondary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

ENGL 253 (F) Gender, Sexuality and Modern Performance

Cross-listings: THEA 250 ENGL 253 WGSS 250 COMP 247

Secondary Cross-listing

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the *still* understudied role of women in the arts, we will focus primarily on the transeccionalities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherríe Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250 (D1) ENGL 253 (D1) WGSS 250 (D1) COMP 247 (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

ENGL 254 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Primary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

ENGL 257 (S) Personal Essay: Writing Workshop (WS)

The personal essay as a literary form encompasses a wide range of genres including literary journalism, creative nonfiction and the lyric essay. Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography. As we become more mindful of our particular points of view (and of ways to exploit this subjectivity), we will turn the focus outside of ourselves. We will experiment with writing that is extro- rather than introspective. While this is primarily a course in creative writing, we will give much of our time to literary analysis and imitation of exemplary essayists (primarily from the 20th and 21st centuries, and primarily from the U.S.) including Baldwin, Agee, Dillard, McPhee, Eggers, Carson, Delaney, Nelson, Chee, Yuknavitch and Karen Green.

Requirements/Evaluation: quality of writing and on quality of participation in weekly tutorial meetings

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: students who have not yet taken Creative Writing courses will be given priority

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course will demand weekly writing and critical responses, as well as regular opportunities for revision. Total number of pages written will amount to approximately 35.

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 258 (S) Poetry and the City (WS)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui, Rankine, and Diaz. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

Class Format: discussion-based

Requirements/Evaluation: class participation; the course will require four 5-page essays in multiple drafts

Prerequisites: 100-level English course or a 5 on the literature component of the AP exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: first-year and sophomore students who are thinking of majoring in English

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky

ENGL 259 (S) Ethics of Jewish American Fiction

Cross-listings: REL 259 ENGL 259 JWST 259

Secondary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 259 (D2) ENGL 259 (D1) JWST 259 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

ENGL 260 The Material Text (WS)

The conventions, compromises, collaborations and errors of the printing process can end up reinflecting or changing a writer's words in unexpected ways. And the contexts in which we then encounter those printed words--in a purpose-designed edition; excerpted in an anthology; or far outside of discernibly 'literary' settings--can make more difference yet. As David Scott Kastan has observed, it is "self-evident... that the material form and location in which we encounter the written word are active contributors to the meaning of what is read." In this course we will study what is now termed "the history of the book," and theories of textual materialism. We will begin with the iconic Shakespeare First Folio of 1623, published as English conventions of orthography, spelling and printing were fast becoming regularized. We will investigate how the book was printed, and attend to the notoriously awkward problem of how to determine the "best" text of *Hamlet*. We will also trace the history of a series of Elizabethan and Jacobean poems from their origins to the present day, to chart changing conceptions of the very ideas of "publication" and of audience. The rotary press made printing much cheaper after 1850. We will read Dickens's *Great Expectations*, attending to the effects of it being written for serialization in weekly magazines. Emily Dickinson's poetry--almost all unpublished during her lifetime--will present a core challenge. Is it indeed possible to represent her work adequately in print? We will consider the presses set up by Yeats (Cuala) and Virginia Woolf (Hogarth) to more fully control the pragmatics and aesthetics of their publications; Scott Fitzgerald's responses to editorial censorship; and the vexed history of Joyce's *Ulysses*. We will close by weighing the gains and losses we face today as the material texts of the print era have ceded ground to digitization and hypertext.

Requirements/Evaluation: three papers rising from 4-7 pages; three reading responses of two pages each

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 19

Grading:

Distributions: (D1) (WS)

Writing Skills Notes: Three papers rising from 4-7 pages; three reading responses of two pages each. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Not offered current academic year

ENGL 261 (S) Adultery in the Nineteenth-Century Novel

Cross-listings: COMP 259 WGSS 259 ENGL 261

Secondary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read*

in English translation.

Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 259 (D1) WGSS 259 (D1) ENGL 261 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 262 (F) European Cinema and Film Theory

This seminar explores the foundations of contemporary European cinema by studying a range of films from 1920-1985, and offers a grounding in film theory and aesthetics by pairing such films with theoretical essays by philosophers and aestheticians from the silent era through the 1970s. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism and Soviet montage in silent films of the 1920s, through French realism of the prewar and Italian neorealism of the early postwar era, to the insurrectionary films of the French New Wave and the stylistic innovations of the German New Wave and of Swedish cinema in the 1960s and 1970s. We will study films by such directors as Wiene, Murnau, Lang, Eisenstein, Vertov, Dreyer, Renoir, Riefenstahl, Rossellini, Fellini, Truffaut, Godard, Varda, Herzog, Bergman, Tarkovsky, and Almodóvar.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

ENGL 263 (S) Novel Worlds

Cross-listings: COMP 268 ENGL 263

Primary Cross-listing

Reading a novel can feel like falling into another world, an immersion in an encompassing fictional reality saturated with detail--each novel its own trip down the rabbit hole. From Jane Austen's "3 or 4 families in a country village" to Roberto Bolano's teeming modern day Mexico City of millions, the novel's distinctive power is in making both the few and the many feel like a complete world. But what are worlds, anyway? Are they spaces, like a container? Or are they not a thing at all, but social systems--ways of belonging that are constantly being made and remade? This course is about the specific world--imagining powers of the novel, tracing out various techniques and strategies by which literary texts create worlds. Our hunch: the modern notion of "world" finds its origin in the novel, and the novel constitutes one of the most sophisticated sites of reflection upon the notion of world. We'll read a number of novels, ranging from 19th century authors like Austen and Dickens, to contemporary genre writing--science fiction and the detective novel--as well as from a range of national traditions to see how novels, and ideas of world, shift over time and space. To get at our central questions, we'll read some philosophical and critical texts that are preoccupied by world-ness, with attention to current debates about the idea of World Literature. Novel texts likely to include: Jane Austen's *Emma*, Charles Dickens's *Bleak House*, Carroll's *Alice in Wonderland*, Italo Calvino's *Invisible Cities*, and Roberto Bolano's *Savage Detectives*.

Requirements/Evaluation: papers (approximately 20 pages), other forms of writing in-class and otherwise, participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 268 (D1) ENGL 263 (D1)

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Not offered current academic year

ENGL 264 (S) Introduction to Global Literature & Film: Narrative, Aesthetics, & The Politics of Visual Culture (DPE) (WS)

One defining feature of Global Literature is that it addresses some aspect of globalization, whether it is the transnational flow of cultures, commodities, and capital, or an increased awareness of an interdependent world. But what do we "see" when we watch films or read books about places we've never been, events we've never lived through, or people we've never met? As Edward Said has noted, another defining feature of Global Literature is that it constructs "imaginative geographies," fantasies of space that, in and through their circulation and consumption, come to define and limit what that space is and could potentially be. In this course, we will explore how such "imaginative geographies" unsettle the critical distinctions often drawn between the "aesthetics" of global literary texts that are non-mimetic and unrealistic and the "politics" of global literary texts that are more realistic in their representation of globalization. We will also pay close attention to what WJT Mitchell has called "watching seeing," or the ways that global narratives draw attention to the pre-existing visual and perceptual frameworks that encourage us to read them one way or another. Whether we are reading texts about momentous global events like the Arab Spring or a 19th century slave insurrection off the coast of Chile, or texts that explore more quotidian experiences such as sadomasochism in a hotel on the coast of Japan or the burlesque banality of Palestinian life in Nazareth, our goal in this course will be to examine how textual incitements to "watching seeing" contest dominant fantasies about what a given place is and can be beyond the cartographic abstractions and violently policed borders of the globalizing world. Readings will include novels by Ahmed Naji and Yoko Ogawa, films by Elia Suleiman and Hou Hsiao-Hsien, poetry by Solmaz Sharif, as well as the architectures of occupation and resistance in contemporary Palestine and at the US/Mexico partition wall.

Requirements/Evaluation: three papers and a series of writing assignments (including GLOW/Blog Posts) totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to complete a series of short writing assignments that will culminate in three formal papers: a close reading, a close reading that incorporates a peer-reviewed, secondary source, and a research paper developed through stages that will include a proposal, workshops, and editorial revision. Students will receive extensive feedback, written and oral, on their work, and there will be class time reserved for reviewing basic strategies for effective academic writing.

Difference, Power, and Equity Notes: This course examines the visual politics of global literature. That is, students will consider how conceptions of difference -of class, race, gender, ethnicity, and more - are produced, reproduced, and contested through narrative and aesthetics. This class will also examine the forms of dispossession, violence, and inequality generated by processes of globalization.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TR 2:35 pm - 3:50 pm Anuj Kapoor

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231 ENGL 266

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 231 (D1) ENGL 266 (D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2019

TUT Section: T1 TBA Christopher A. Bolton

ENGL 268 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Cross-listings: ENGL 268 AMST 266 COMP 228 REL 266

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 268 (D2) AMST 266 (D2) COMP 228 (D2) REL 266 (D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

ENGL 269 (F) Writing Looking: Ekphrasis & Poetics

"As is painting, so is poetry," wrote the Roman poet Horace. This comparison would be clarifying, if it weren't so maddeningly opaque. Why, and how, should we compare the verbal to the visual? When poets write about looking, they address not only formal contrasts between the arts but also the fundamental concerns of representation that these contrasts make visible: the eternizing aspirations of art; the relationship between body and soul; the interplay of politics and aesthetics; the power dynamics of gazing at gendered and raced bodies; and the processes of identification and objectification. In this course, we will survey a range of texts that respond to works of visual art and to the act of looking itself. The long history of comparisons between the verbal and the visual constitutes a major strand of literary theory and criticism from antiquity to modernity. Our goal will be to study how such questions of representational rivalry are continuous with questions about how we live with things, and with each other. We will read authors from the historical canon, like Homer, Virgil, Ovid, Spenser, Shakespeare, Keats, Browning, and Melville; and poets from the recent past and present, like W. H. Auden, Frank O'Hara, Thom Gunn, John Ashbery, Adrienne Rich, Jorie Graham, Fred Moten, and Claudia Rankine.

Requirements/Evaluation: five 4-page papers; participation in class discussions; one in-class presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A ENGL Literary Histories C

Not offered current academic year

ENGL 270 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: COMP 290 ENGL 270 THEA 260

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Class Format: seminar

Requirements/Evaluation: class participation, regular reading responses, three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre and English majors, and prospective majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 290 (D1) ENGL 270 (D1) THEA 260 (D1)

Writing Skills Notes: Four two-page readings response papers; three longer papers rising from 4 to 6+ pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 272 (S) American Postmodern Fiction

Cross-listings: ENGL 272 AMST 272

Primary Cross-listing

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life of Oscar Wao*, and Whitehead's *The Underground Railroad*.

Requirements/Evaluation: three papers of increasing length and weight, contributions to class discussion

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 272 (D1) AMST 272 (D2)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm John K. Limon

ENGL 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

ENGL 274 (F) Film and Media Studies: An Introduction

Cross-listings: COMP 258 ENGL 274

Primary Cross-listing

This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio

Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project

Prerequisites: no prior production experience is required

Enrollment Limit: 30

Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 258 (D1) ENGL 274 (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Primary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ENGL 277 (F) Meditation and Modern American Life

Cross-listings: ENGL 277 REL 277

Primary Cross-listing

The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. *Please note the atypical class hours, Thursdays, 4:45-8:30 pm.*

Requirements/Evaluation: full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay

Enrollment Limit: 18

Enrollment Preferences: final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 277 (D1) REL 277 (D1)

Fall 2019

SEM Section: 01 R 4:45 pm - 8:30 pm Bernard J. Rhie

ENGL 280 (S) Writing for Performance

Cross-listings: THEA 282 ENGL 280

Secondary Cross-listing

This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what "writing" means and what constitutes "liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Tarrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, María Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Special, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other's work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

Requirements/Evaluation: in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece, participation in final presentation

Prerequisites: students with some experience in creative writing and/or performance

Enrollment Limit: 14

Enrollment Preferences: students who have taken THEA 214/ENGL 214 or another creative writing course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 282 (D1) ENGL 280 (D1)

Not offered current academic year

ENGL 281 (F)(S) Introductory Workshop in Poetry

This workshop will include weekly readings and writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.

Class Format: workshop

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Jessica M. Fisher

Spring 2020

SEM Section: 01 Cancelled

ENGL 281 (F) Introductory Workshop in Poetry

A workshop in the writing of poetry. Weekly assignments will be given and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings. No previous experience writing poetry is necessary.

Class Format: workshop

Requirements/Evaluation: quality of the work and participation in class discussions

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have preregistered, then to seniors and juniors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 283 (F) Introductory Workshop in Fiction

An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories; individual conferences with the instructor will be available.

Requirements/Evaluation: regular attendance, active participation, and successful completion of assigned exercises and story drafts; final portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Andrea Barrett

ENGL 283 (S) Introductory Workshop in Fiction

An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Requirements/Evaluation: active participation, successful completion of assigned exercises and story drafts, and a final portfolio of at least 30 pages of revised fiction

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students who have preregistered; all interested students should pre-register and will be emailed with instructions if the

course is over-enrolled

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm James R. Shepard

ENGL 285 (F) Introductory Workshop in Prose

An introduction to the basics of writing creative prose, both fiction and memoir, with a focus on more self-consciously exploring the question of who gets to write about what. From what sources does a work's imaginative authority derive? What role should imagination play in the composition of fiction? What are the outer boundaries of those imaginative acts that should be attempted? Are there any limits on what authors should write about in memoir? Class sessions will be devoted to both published and student work. Students will receive written critiques from other students as well as the instructor. Individual meetings with the instructor will be available.

Class Format: creative writing workshop

Requirements/Evaluation: class participation, student teaching, student work, final portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: selection based on writing samples, interested students should pre-register for the class and will be emailed with instructions for a writing sample if the class is over-enrolled.

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: ENGL 286 WGSS 283 AFR 283 AMST 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as *Looking for Langston* (Isaac Julien, 1989), *The Watermelon Woman* (Cheryl Dunye, 1996), *U People* (Olive Demetrius and Hanifah Walidah, 2009), *Tongues Untied* (Marlon Riggs, 1989) and *Litany for Survival* (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 286 (D2) WGSS 283 (D2) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

ENGL 287 (S) Bloody Vampires: From Fiction to Film and Fashion

Cross-listings: ENGL 287 COMP 246

Secondary Cross-listing

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar

Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring or considering a major in language or literature

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 287 (D1) COMP 246 (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 288 (S) Writing as Experiment: An Introductory Poetry Lab

Some writing gets categorized as "experimental" or "avant-garde." But a spirit of experimentation---of rigorous, playful curiosity---is crucial for writers of all levels and styles to cultivate. In this introductory poetry course, we will engage in games and exercises designed to help us explore the wide set of tools available to poets, as well as to consider the idiosyncrasies of our own voices. We will read poets like Douglas Kearney, Fatimah Asghar, and Bhanu Kapil and discuss the ways race, gender, and power affect interpretations of the risks such poets take in their work. We'll ask: What are the boundaries of what is considered to be poetry, and what possibilities for writing might we discover by pushing against those boundaries? How might a poem live, not just on the page, but also on a sidewalk, on a screen, in performance? This is a course that approaches writing as a laboratory to test out ideas and asks students to think critically about their own creative processes. Students will be expected to create new writing, submit reflection papers, give feedback on each others' poems, and revise work as part of a final portfolio.

Requirements/Evaluation: class participation, completion of writing exercises, feedback/reflection papers, and a final portfolio with revisions

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if course becomes over-enrolled, enrollment will be determined by application

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Franny Choi

ENGL 289 (F) Graphic Storytelling

In the 1890s an author/artist put words and pictures together in boxes, ordered the boxes along a (short) narrative arc featuring a continuing character, published it in a newspaper, and graphic storytelling as we know it was born. 15 years later (in the form of comic strips) it had already become one of the most important storytelling modes in American culture. In this course we will follow the development of this quirky and important American contribution to world culture from comic strips through comic books to the "graphic novel." Along the way we will consider all kinds of interesting general subjects: for instance, the relationship between commerce and creativity, the difference between good and bad culture, and the pervasive human need to tell and experience stories.

Requirements/Evaluation: active class participation and five or six short essays, totaling about 20-25 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Peter T. Murphy

ENGL 300 (F) Tell Even Us: Writing Memory, Trauma, Self (DPE)

Cross-listings: ENGL 300 AMST 300 COMP 357

Secondary Cross-listing

In this course, we will read a diverse selection of personal memoirs dealing with the traumas, transgressions, and transformations of what we understand to be "modern life." We will meditate on how categories of identity and experience, memory and history are being constructed and deconstructed, reimagined and remade anew. We will pay special attention to how these writers/artists narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of (structural, institutional, interpersonal, and intimate) violence, and consider the possibilities for (individual and collective) healing that can exist in and beyond the world as we know it. What, after all, does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged America? Books we will cover may include: *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa), *Dictee* (Theresa Hak Kyung Cha), *How to Write an Autobiographical Novel* (Alexander Chee), *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele), *Bad Indians: A Tribal Memoir* (Deborah Miranda), *This is for the mostless* (Jason Magabo Perez), *Redefining Realness* (Janet Mock), *Like a solid to a shadow* (Janice Lobo Sapigao), *Men We Reaped* (Jesmyn Ward), *7 Miles A Second* (David Wojnarowicz).

Requirements/Evaluation: weekly reading responses, a midterm paper (7-8 pages), and a manuscript for a memoir in a medium of their own choosing

Prerequisites: previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 300 (D2) AMST 300 (D2) COMP 357 (D2)

Difference, Power, and Equity Notes: Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

Attributes: AMST Arts in Context Electives

Not offered current academic year

ENGL 301 (S) Sublime Confusion: A Survey of Literary and Critical Theory

Cross-listings: COMP 301 ENGL 301

Secondary Cross-listing

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 9

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 301 (D1) ENGL 301 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 302 (S) Landscape and Language

Cross-listings: ARTS 302 ENGL 302

Primary Cross-listing

Colloquially, the word "landscape" refers to pictures or scenes of the land, from farms to forest to wilderness. But more broadly, landscape evokes the complex, dynamic, and ever-shifting relationship between "nature" and our experience of it. Landscape and Language is a seminar that considers the tools we use to represent and narrate our relationship to the natural world. Together, we will investigate how such cultural conventions as travel, perspective, nature, and ecology influence the ways we see and understand place. Drawing from discourses of literature, architecture, art history, contemporary art, and ecocriticism, our goal is to develop a deeper critical understanding of and engagement with landscape (as a collective of readers and as individual investigators). Texts for this course will include an art historical exploration of the relationship between landscape, power, and imperialism by W.J.T. Mitchell, an ethnographic investigation of nearly obsolete place names by Robert MacFarlane, poems by historical and contemporary poets like Jean Toomer, Terrance Hayes, and Lucille Clifton, and contemporary visual art by Helen Mirra and Xaviera Simmons, among others.

Class Format: seminar

Requirements/Evaluation: weekly discussion in an online forum; two short response papers, and a final research paper or creative project (10-12 pages or equivalent) investigating a specific landscape

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 302 (D1) ENGL 302 (D1)

Not offered current academic year

ENGL 304 (S) Dante

Cross-listings: COMP 317 ENGL 304

Primary Cross-listing

In the spring of 1300, Dante Alighieri entered Hell. The *Divine Comedy* is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the *Comedy* is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the *Comedy* (*Inferno*, *Purgatorio*, *Paradiso*), the *Vita Nuova*, and a few brief selections from Dante's other works. All readings will be in translation.

Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 317 (D1) ENGL 304 (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 305 (F) The Canterbury Tales

Composed in the last decades of the fourteenth century, *The Canterbury Tales* is a brilliant pastiche of competing forms. Saints' lives, dirty stories, tales of revenge, sermons, fart jokes--they are all in the mix. We will read the *Tales* in the original Middle English, which is easier (and more fun) than it looks; no prior exposure to Middle English is necessary.

Requirements/Evaluation: frequent quizzes on vocabulary and comprehension, practice reading Middle English aloud, two 5- to 7-page papers, a midterm, and a final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm John E. Kleiner

ENGL 306 (F) Beckett, Pinter and Stoppard

Cross-listings: ENGL 365 ENGL 306 COMP 365 THEA 365

Secondary Cross-listing

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: *Endgame*, *The Caretaker*, *Rosencrantz and Guildenstern are Dead*, *Krapp's Last Tape*, *The Homecoming*, *No Man's Land*, *Betrayal*, *Waiting for Godot*, *Dogg's Hamlet*, *The Invention of Love*, *Arcadia*, *Rock 'n' Roll*, *Not I*, *Rockaby*, *A Kind of Alaska*, *Catastrophe*, *The Real Thing*, *Indian Ink*, *Artist Descending a Staircase* and *One for the Road*. Throughout, we will give consideration to these works as both literary and theatrical texts.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 365 (D1) ENGL 306 (D1) COMP 365 (D1) THEA 365 (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 307 (S) The Global City (DPE)

From Beijing to Bombay, Belfast to Gaza, and the favelas of São Paulo to the high rises of Dubai, some of the most dramatic urban transformations of the 21st century have occurred in former and current colonies. In this course, we will read a body of fiction and film from around the world in order to consider how the Global City, in the North and South alike, has been largely forged in the crucible of a colonial modernity that continues to shape and constrain the potentials for contemporary urban experience. We will read the city not just as a statically built architectural space, but {through} its dynamic, phantasmatic, and psycho-social infrastructures. We will explore the city from a variety of angles: as a highly volatile field of inclusion and exclusion, mobility and confinement, acceleration and continuity; an aspirational space that nurtures dreams, promises pleasure, and invites creativity as well as an indifferent space of disposability, rote habit, and percolating violence; a global nodal point of space-time compression that produces vacuous fields of space-time expansion at its margins; and, finally, as a topography networked into the abstracted and anonymous world of the capitalist market but also localized through informal circuits of economic and social exchange. While we will familiarize ourselves with key theorists of urban space such as Saskia Sassen and Abdou Malik Simone, our primary focus will be on how various narrative forms -- fictional, visual, and digital -- can illuminate aesthetic itineraries, deviant mobilities, and urban imaginaries whose claims to the Global City resist capture in economies of neoliberal development and necropolitical practices of securitization and counterinsurgency. Readings will include, among others, Aravind Adiga's *Last Man in Tower* (Bombay), Onjadki's *Transparent City* (Luanda), Xiaolu Guo's *Twenty Fragments of a Ravenous Youth* (Beijing), and Robert Omar Hamilton's *The City Always Wins* (Cairo).

Requirements/Evaluation: active class participation, blog/GLOW posts, three papers, and a final project/exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines how late colonial systems of power, inequality, and exclusion come to be organized in the space of the contemporary Global City. It also considers the forms of resistance, solidarity, and vernacular cosmopolitanism that emerge when the city is considered from the ground up, that is from the point of view of its economic, gendered, and racialized "others."

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Anuj Kapoor

ENGL 308 (F) Disposable Subjects (DPE)

According to the critical theorist Achille Mbembe, a defining characteristic of political power in the globalizing world of the 21st century is "the capacity to define who matters and who does not, who is *disposable* and who is not." For Mbembe, globalization is not only defined by a heightened awareness of an integrated and interdependent world, but also by the production of "death-worlds...in which vast populations are subjected to conditions of life conferring upon them the status of *living dead*." This course turns to a body of fiction and film from across the world that addresses these "death-worlds" and the disposable subjects who inhabit them. During the semester we will approach human disposability through a variety of critical lenses: neoliberal capitalism, late colonial occupation and counterinsurgency, as well as the policing of global difference in its many forms, including ethnicity, gender, and caste. We will also consider the ways that necropolitics reproduce and globalize forms of sovereignty that have been historically exercised with impunity and without limits over indigenous peoples, the enslaved, and the colonized. All in all, our primary focus in this course will be on the ways that the texts we read unsettle and frustrate normative responses -- ethical, political, humanitarian -- to scenes of global suffering, protracted dispossession, and incessant violence. Readings will explore, among other topics, forced migrant labor in Saudi Arabia (Benjamin's *goat days*), the blurred lines between being and non-being in contemporary Palestinian life (Ibtisam Azem's *The Book of Disappearance*), and the global refugee "crisis" (Mohsin Hamid's *Exit West*).

Requirements/Evaluation: weekly reading responses on GLOW, active class participation, a close reading (2-3 pages) to be revised into a formal essay (5-6 pages), a final research project (8-10 pages)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: In readings, seminar discussions, and written assignments students will examine the ethical and political implications that attend the representation of political violence in a body of 21st century fiction and film from across the world. Students will consider human disposability in the era of globalization through a variety of critical lenses: colonialism, capitalism, war and terror, as well as the policing of difference in its many forms including ethnicity, gender, and caste.

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Anuj Kapoor

ENGL 309 (F) Thinking Diaspora: The Black Atlantic and Beyond

Cross-listings: ENGL 309 AMST 308 WGSS 308 COMP 300

Primary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 309 (D1) AMST 308 (D1) WGSS 308 (D2) COMP 300 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 310 (F) Rebels, Revelers, and Reactionaries: The Poets of the Seventeenth Century

The decades following the death of Elizabeth I were period of scandal, schism, dissent and decadence, culminating in a bloody civil war and the beheading of a king. It was, in other words, a 'world turned upside down' by every kind of upheaval: in civics, philosophy, politics, religion, and science. It also produced writers of some of England's finest lyric and satiric poetry, and its greatest epic poet. How the century's poets successfully dramatized the critical events and feelings in this time of turmoil will be the focus of the course. While primarily a course in close reading, we will nevertheless try to reconstruct the lives and contexts of the writers, and examine some of the critical and theoretical issues involved in contextualizing the poems. Authors will include Donne, Jonson, Lanyer, Herbert, Herrick, the Cavalier Poets, Milton, Marvell, Cavendish, Dryden, and Rochester.

Requirements/Evaluation: two 8- to 10-page essays and several short writing assignments

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 311 (S) Theorizing Shakespeare

Cross-listings: COMP 310 THEA 311 ENGL 311 WGSS 311

Primary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice*, *Hamlet* and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) THEA 311 (D1) ENGL 311 (D1) WGSS 311 (D2)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

ENGL 312 (S) Ecocriticism

Cross-listings: ENVI 315 ENGL 312

Primary Cross-listing

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: majors in English or Environmental Studies

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 315 (D1) ENGL 312 (D1)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Jessica M. Fisher

ENGL 313 (F) George Eliot and Henry James

George Eliot (aka Mary Ann Evans) and Henry James trace dramas of consciousness that ramify in the context of 19th century social transformations. Eliot records the frictions of provincial and cosmopolitan lives; James writes about what it meant for American and European societies around the turn of the 20th century to be mutually exposed to and by one another. Their work explores gender and class fluidity, and the relations of ethical, economic, and aesthetic value. Both evoke fraught political contexts--for Eliot, the failed mid-century European revolutions and pressures of British imperialism, and for James, post-Civil War American consciousness and the struggle between American and European imperialisms. By placing texts in relation to one another--for instance, James' *Portrait of a Lady* with Eliot's *Daniel Deronda*, *What Maisie Knew* with *The Mill on the Floss*, *The Turn of the Screw* and *The Beast in the Jungle* with *The Lifted Veil*--we'll consider how and to what ends these writers link such issues as law, sacrifice, gambling, gender, and the supernatural. In tracing the relation of their work to one another, we will mark the shift from crucial preoccupations of the 19th century to the modern novel, and the innovations of prose style that accompany them.

Requirements/Evaluation: class participation and two papers, approximately 20 pages altogether

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 314 (F) Groovin' the Written Word: The Role of Music in African American Literature

Cross-listings: ENGL 314 COMP 321 AFR 314 AMST 314

Secondary Cross-listing

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 314 (D1) COMP 321 (D2) AFR 314 (D2) AMST 314 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

ENGL 315 (S) Milton

Cross-listings: ENGL 315 REL 319

Primary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets--dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents--the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read Paradise Lost, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school--about God and Adam and Eve and the serpent--really have been writing about rebellion all along?

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, regular informal writing, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: seniors, English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 315 (D1) REL 319 (D2)

Attributes: ENGL pre-1700 Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian Thorne

ENGL 316 (S) Blackness, Theater, Theatricality

Cross-listings: ENGL 316 AFR 336

Primary Cross-listing

Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's *Big White Fog* and Lorraine Hansberry's *A Raisin in the Sun* to expressionistic protest works like Amiri Baraka's *Dutchman and Slave Ship* and Ntozake Shange's *For Colored Girls* to August Wilson's earnest histories and the post-modern satires of Adrienne Kennedy and Suzan-Lori Parks. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee's film *Bamboozled* and characters created by comedians such as Jackie "Moms" Mabley and Richard Pryor. And how should we assess *Porgy*, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, *Porgy and Bess*? This course will be an ongoing inquiry into the riotous theatricality of American blackness.

Class Format: seminar

Requirements/Evaluation: journal, a 15-page final paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 316 (D1) AFR 336 (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Not offered current academic year

ENGL 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: COMP 319 ENGL 317 THEA 317 AFR 317 DANC 317 AMST 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration

of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 319 (D2) ENGL 317 (D2) THEA 317 (D1) AFR 317 (D2) DANC 317 (D2) AMST 317 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

ENGL 318 (F) Literary Taste and After Taste

Why are some literary works acclaimed or neglected when they first appear, and why do their critical assessments change--sometimes drastically--over time? What does it mean to think of a work as 'before its time'? What is the relation between critical trends and their affinity for particular literary styles? In thinking about these issues, we will consider a few crucial instances: modernist poets and New Critics' celebration of Donne and Marvell over Milton in the early 20th century; 18th and 19th century writers' fascination with medievalism and the Gothic; deconstructionist critics' absorption with Romantic poetry; Marxist and neo-Marxist critics' qualified embrace of realism and critique of postmodernism; and recent and contemporary debates about the relation of aesthetic forms to representations of race, ethnicity, and gender.

Requirements/Evaluation: class participation and two essays, approximately 20 pages of writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 319 (F) The Literary Afterlife

Cross-listings: COMP 354 ENGL 319

Primary Cross-listing

What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions--to cheat death, to make a lasting contribution to human culture--but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 354 (D1) ENGL 319 (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 320 (S) Marlowe and Shakespeare (WS)

Cross-listings: ENGL 320 THEA 320

Primary Cross-listing

In 1586, at the age of twenty-three, Christopher Marlowe wrote *Tamburlaine the Great*. Over the next six years-probably while moonlighting as a government spy-he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this class we will read Marlowe's *Edward II*, the first popular history play in English, and Shakespeare's *Richard II*; *The Jew of Malta* and *The Merchant of Venice*; *Doctor Faustus* and *Macbeth*. We will look at ways in which Marlovian preoccupations-with lurid violence, with debasement, with self-invention-resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness-shared to varying degrees with an audience-affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Julia Lupton and Stephen Greenblatt.

Requirements/Evaluation: two 5- to 7-page papers; a ten page final paper

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320 (D1) THEA 320 (D1)

Writing Skills Notes: Two 5- to 7-page papers. A 10-page final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm John E. Kleiner

ENGL 321 (S) Samuel Johnson and the Literary Tradition

Samuel Johnson (1709-1784) has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and sharpen our understanding of the relationship between his standards and values, and the ones we hold today--both individually and collectively.

Requirements/Evaluation: midterm and final papers (15-20 pages total), and a take-home final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Stephen Fix

ENGL 322 (S) Political Romanticism

Cross-listings: ENGL 322 PSCI 234 COMP 329

Primary Cross-listing

What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature, philosophy, and art that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. May include works by Kant, Wordsworth & Coleridge, C. Smith, P.B. Shelley, Géricault, Delacroix, Turner, Hazlitt, Hegel, Marx, C.L.R James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Requirements/Evaluation: two papers, 6 and 8-10 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Lit, German, Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 322 (D1) PSCI 234 (D2) COMP 329 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Walter Johnston

ENGL 323 (S) Romantic Moods

Cross-listings: COMP 373 ENGL 323

Primary Cross-listing

Romanticism is often associated with the celebration of emotion over reason, passion over cold calculation. In fact, for the Romantics, the opposition between reason and emotion made little sense, since they were interested in how moods conditioned all human capabilities, including reasoning, from the ground up. In today's age of mood-altering medications and technologies, like the smartphone and social media, we still have much to learn from Romanticism's appreciation of the importance of mood. This seminar will examine the social, political, historical, and ecological implications of mood through readings of key works of literature, art, and philosophy from the Romantic period together with some 20th and 21st century works that extend the Romantic preoccupation with mood to the present day. Authors may include Burton, Kant, Coleridge, Wordsworth, Blake, Keats, de Quincey,

Schopenhauer, Freud, Arendt, Benjamin, Heidegger, Derrida, and Ngai.

Requirements/Evaluation: two papers, one 6 pages and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 373 (D1) ENGL 323 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

ENGL 325 (F) Joyce, Woolf, and Proust

Cross-listings: COMP 366 ENGL 325

Primary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these path breaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 366 (D1) ENGL 325 (D1)

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Stephen J. Tiff

ENGL 327 (F) Experimental African American Poetry

Cross-listings: AFR 301 AMST 307 ENGL 327

Secondary Cross-listing

Contemporary African American poets in various cities and towns across the nation--from New York City to Los Angeles, from Berkeley to Durham, N.C.--are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will

examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.

Requirements/Evaluation: two papers (6-8 pages and 8-10 pages), short response papers, oral presentation, and class participation

Prerequisites: none, though at least one previous literature course preferred

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 301 (D2) AMST 307 (D2) ENGL 327 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Dorothy J. Wang

ENGL 328 (F) Austen and Eliot

Cross-listings: WGSS 328 ENGL 328

Primary Cross-listing

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.

Class Format: discussion

Requirements/Evaluation: two papers of approximately 8-10 pages

Prerequisites: a Gateway course or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: junior and senior English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 328 (D2) ENGL 328 (D1)

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Anita R. Sokolsky

ENGL 329 (S) Sexuality and US Literatures of the 19th Century

Cross-listings: WGSS 329 AMST 349 ENGL 329

Primary Cross-listing

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what

constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity" through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ENGL, WGSS, and AMST majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329 (D1) AMST 349 (D1) ENGL 329 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 330 (S) Renaissance Literature in Global Perspective

The Renaissance is usually seen as a decidedly Western "rebirth": the moment in which the emerging nations of modern Europe define themselves by both their connection to and their distance from the classical heritage of Greece and Rome. What might it mean, then, to understand the Renaissance also as shaped by a global network of interactions among Western and non-Western societies, economies, and cultures? In this course our focus will be on literature in the broadest sense, including lyric poetry, epic, and drama, but also travel reports, royal memoirs, and philosophical histories as means of imagining the shape of the world, familiar and unfamiliar. We'll begin by considering Europe's eccentric place within the larger Afro-Eurasian cultural system of the late Middle Ages, and how what we call the Renaissance emerges from a sense of linkage to as well as separation from the traditions of the Islamic world and beyond. We'll then examine the intense and troubling interrelation between Renaissance writing's intellectual dynamism and the often catastrophic effects of Europeans' encounter with what was for them a New World in the Americas. Finally, we'll think about whether or not it makes sense to see the European Renaissance as one facet of a broader global process, similar to concurrent movements of cultural expansion and hybridization such as in Mughal India. Authors to be studied may include Petrarch, Boccaccio, Chaucer, Ibn Khaldun, Thomas More, Babur, Mira Bai, Marguerite de Navarre, the Inca Garcilaso, Marlowe, and Camoes. (All readings in English.)

Requirements/Evaluation: two papers (15-20 pages total); regular short responses

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: graduating seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 331 (F) Romantic Culture

The Romantic period--1780 to 1830, roughly--is one of the great watershed moments in western culture. Romantic writers obsessed over the same things we do: the profit and power resident in human interactions with the natural world, for instance, or the spiritual significance of our inner lives, or the terrors and exhilaration of political and social activism. Romantic writing is durably relevant and, frequently, durably and interestingly weird. We will read a lot of poetry, and paintings and other examples of Romantic expressive culture will comprise a significant part of the course materials.

Requirements/Evaluation: class participation and three papers, the last being longer than the first two

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories B ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Peter T. Murphy

ENGL 332 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE)

Cross-listings: COMP 358 THEA 332 ENGL 332

Secondary Cross-listing

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 358 (D1) THEA 332 (D1) ENGL 332 (D1)

Difference, Power, and Equity Notes: This course approaches questions of ownership, race, and power both critically and creatively.

Not offered current academic year

ENGL 333 (F) The Nineteenth-Century British Novel

Cross-listings: WGSS 333 ENGL 333

Primary Cross-listing

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling social issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories of everyday life are familiar as, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers' understanding of themselves as subjects and agents of an ongoing social history.

Requirements/Evaluation: flexible writing requirement includes options for short essays, journal, research paper and exam

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 333 (D2) ENGL 333 (D1)

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

ENGL 334 (S) The Orientalist Sublime and the Politics of Horror

Cross-listings: COMP 324 ENGL 334

Primary Cross-listing

Islamophobia is on the rise once again, but its history is long and storied. This course will look at how we got here by asking simple questions: how do we name those things that are beyond the grasp of reason, outside the realm of intelligibility? How do we attempt to domesticate that which is foreign or other? What, to Western Europeans, was the deep mysterious Orient but a new instance of the sublime? What is the Arab world to Americans now? In this seminar, we will take up the inheritance of the eighteenth-century fad in Europe for all things Oriental that followed the translation of *The Arabian Nights* into French in 1707. We will read the *Nights* alongside Edmund Burke's and Immanuel Kant's theories of the sublime and writings on the French Revolution in order to investigate the relationship between the real politics of Empire and the politics of imperial representation. Raced and gendered imaginaries will play a crucial role in our study. In aiming to understand how literature and art deal with the magisterial, the infinite, the unmapped, the horror, and the mystery of the sublime East, we will touch on important writers and artists in the long history and aftermath of European Orientalism from the eighteenth century to the present. Authors and artist include Daniel Defoe, Mary Wortley Montague, Eliza Fay, J.A.D. Ingres, Eugene Delacroix, Mary Shelley, William Beckford, Comte de Lautréamont, Edgar Allan Poe, Wilkie Collins, Richard Marsh, E.M. Forster, Jorge Luis Borges, and Salman Rushdie.

Requirements/Evaluation: one 2- to 3-page provocation paper to be revised into a formal essay of 5-6 pages following consultation; one final research paper of 10-12 pages on a topic developed out of the course materials

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 324 (D1) ENGL 334 (D1)

Attributes: ASAM Core Courses ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

ENGL 335 (F) The Great Debates: African American Literary Criticism

This course foregrounds the central debates, key questions, and methods that have been vital to the field of African American literature. We will ground our readings of fiction within African American literary theory and criticism from the 1920s through the present. This course is organized around four moments: (1) articulations of an emergent black critical aesthetic in the 1920s, (2) assertions of black nationalism and black feminisms as critical

imperatives in the 1970s and beyond, (3) considerations of the value of structuralism to black narratives in the 1980s, and (4) investments in queer theory, Afro-pessimism, and the turn to affect in our current moment. We will engage such questions as: What is the role of the critic and of criticism and theory? How do we account for multiple interpretations of texts? Texts will be paired with criticism from various moments, which will allow us to interrogate the questions of language, signification, politics, embodiment, and nationalism that maintain this robust field of inquiry.

Requirements/Evaluation: three short papers, one research paper totaling at least 10 pages, and one class facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kimberly S. Love

ENGL 336 (F) Escape, Escapism, Escapology, and the Contemporary American Novel

One prestigious set of contemporary American novels seems to confuse escape (evasion of real danger, such as Nazism or slavery), escapology (evasion of invented dangers, e.g. Houdini's art), and escapism (failure to confront real dangers). Some of these books have hyperbolic titles (*The Amazing Adventures of Cavalier and Clay*, *The Brief Wondrous Life of Oscar Wao*, *A Heartbreaking Work of Staggering Genius*), as if to suggest escapist or escapological fantasies about political or existential dangers that require real escaping. What's going on? We'll discuss the conceptual difficulties of escaping in a globalized world; and in particular, we'll discuss the resistance of contemporary American novelists to contemporary forms of messianism (or a place of return) and utopianism (or a place of departure). Besides the hyperbolically named texts, we will probably read Emma Donoghue's *Room* and Colson Whitehead's *The Underground Railroad*. Film paradigms will probably include *The Sound of Music* and *Life is Beautiful*.

Requirements/Evaluation: three formal papers and contribution to class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, then sophomores considering the major

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

ENGL 337 (S) The Social Life of Renaissance Poetry

What is the relationship between interior life and the public sphere? Many of the accomplishments of Renaissance poetry are inward-facing: psychological intensity, religious devotion, eroticism, the discovery of nature as a space of retreat. This writing was not produced by solitary geniuses, however, but rather by men and women whose texts were embedded in social networks. We will consider social spaces of poetic production, including court, country house, city, and coterie, as well as transnational spaces created by literary influence, cultural exchange, and travel. Authorship, style, commerce, patronage, privacy, sexuality, marriage, censorship, and the history of the book will be our conceptual preoccupations. Poets will include Petrarch, Wyatt, Elizabeth I, Sidney, Spenser, Donne, Shakespeare, Jonson, Marvell, and Milton.

Class Format: seminar

Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 338 (S) Literature of the American Renaissance

Cross-listings: COMP 337 ENGL 338 AMST 338

Primary Cross-listing

The 1840s and '50s have often been described as "the American Renaissance" because of the breathtaking explosion of literary achievements in that period, which included *Walden*; *Moby-Dick*; *The Scarlet Letter*; *The Narrative of the Life of Frederick Douglass*; and *Uncle Tom's Cabin*, to say nothing of the short stories of Poe and the groundbreaking poetry of Walt Whitman and Emily Dickinson. For the first time, American writers were broadly the equal or more of their European counterparts. We will explore the distinctive character of this achievement, paying close attention to the widespread belief in the transformational power of language, and the opportunities it offered to refigure both personal and political identity in a time when the American experiment often seemed on the brink of collapse.

Class Format: discussion

Requirements/Evaluation: in addition to active class participation, students will be required to submit two comparative essays (of 8 and 12 pages), and to complete a 24-hour take home final

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors; American Studies majors; Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: course books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 337 (D1) ENGL 338 (D1) AMST 338 (D2)

Attributes: AMST Arts in Context Electives ENGL 1700-1900 Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

ENGL 339 (S) Black Counterpublic Sphere in Early America (DPE)

Cross-listings: ENGL 339 AFR 339

Primary Cross-listing

This course examines the emergence of black writing and chronicles the major movements of African American print culture from the early American republic to the antebellum era. We will investigate what Joanna Brooks identifies as a distinct tradition of black publication, or a black print "counterpublic" sphere, and determine how this counterpublic emerges around questions of agency, humanity, and the law. We also will consider its role in setting and sustaining communal and intellectual agendas for black people through our engagement with such questions as: how did print culture become central to liberation efforts in early America? And how did black people participate through print in the making of the early republic and the transatlantic exchange of ideas? We will discuss such authors as Briton Hammon, Phillis Wheatley, and Olaudah Equiano. Collaborating with Williams College Special Collections, we will analyze a broad range of literary forms and documents (e.g. pamphlets, orations, epistles, and sermons) and study the institutions that made early black print publication possible.

Requirements/Evaluation: three critical response papers of two pages each and a culminating research project with Special Collections

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 339 (D1) AFR 339 (D2)

Difference, Power, and Equity Notes: This course centers black writing and print culture during the nascence of the American empire, illuminating the ways in which black people wrote themselves into the public sphere. Through reading and discussion, analytical essays, and archival investigation, students are introduced to discourses that shaped the early American republic and teaches students how to examine and articulate ideas about race, rights, nation, citizenship, self-mastery, agency, authorship, aesthetics, and freedom.

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 Cancelled

ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Primary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

ENGL 341 (S) American Genders, American Sexualities

Cross-listings: AMST 341 WGSS 342 ENGL 341

Primary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods--roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21-century--we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 341 (D2) WGSS 342 (D2) ENGL 341 (D1)

Attributes: AMST Arts in Context Electives AMST Critical and Cultural Theory Electives ENGL post-1900 Courses ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

ENGL 342 (S) Race and Feeling in Twentieth Century Literature

Cross-listings: AFR 345 ENGL 342

Primary Cross-listing

Although we now take for granted that race is socially constructed, the terrain of racial feeling is less certain. In this course, we recognize that states of feeling are also socially constructed; they are marked and shaped by race and other categories. Questions concerning the circulation of feeling between individuals and their generative possibilities have preoccupied sociologists, psychologists, and literary theorists since the mid-1990s, and we will take up where they left off. In this course, we will study the ways in which literary representations of shame in African American literature offer insight into the interior lives of individuals who have been stigmatized by histories of disempowerment, trauma, and the real or imagined racialized gaze. We will analyze the influence of shame in works by such authors as James Weldon Johnson, Nella Larsen, Alice Walker, James Baldwin, Sherley Anne Williams, Phyllis J. Perry, Toni Morrison, and E. Lynn Harris, and we will engage the ways in which shame, and its correlative feelings --- guilt, pride, humiliation, and love --- emerge in texts through various formal and aesthetic choices. We will also engage such theorists as Eve Kosofsky Sedgwick, Sara Ahmed, Sianne Ngai, Heather Love, Darieck Scott, Erving Goffman, and Melissa Harris-Perry to assist us in our inquiry into the intersections of race, feeling, and literature.

Requirements/Evaluation: active class participation, two short essays of scholarly commentary on critical theory, midterm exam, 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 345 (D2) ENGL 342 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 343 (S) Whitman and Dickinson in Context

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Requirements/Evaluation: five 5- to 7-page papers, final paper, oral presentation and critique

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: AMST Arts in Context Electives ENGL 1700-1900 Courses

Not offered current academic year

ENGL 344 (S) Aestheticism & Decadence

Cross-listings: COMP 364 ENGL 344

Primary Cross-listing

"Fin de Siècle": Despair over a seemingly perilous decline in moral standards, scandalous forms of art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. The terms themselves are elusive; so, much of our work will entail tracing out the multiple and often contradictory uses of them. Do they designate a distinct cultural and historical moment, a loose set of writers and artists, a set of thematic preoccupations? Or, might we better understand aestheticism and decadence as a style of writing, or even of the self--one we are as likely to find in 21st-century New York as 19th-century London? We'll read writers such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; as well as Sherlock Holmes, who pursued something like "detection for detection's sake". Our reading will range across novels, plays, poetry, essays, and works that seem to exceed or fall short of those genres, all in the period that gave us both science fiction and the detective story. We'll be especially interested in attempts to rethink traditional social bonds in works that value solitude over sociality, the transient encounter over the enduring relationship, new forms of affective communities, and to think about how literary form might relate to those efforts. Along with fiction, essays, and drama, we'll explore their interrelation with the broad and compelling range of visual art produced in this period. Likely authors include: Huysmans, Wilde, H.G. Wells, Darwin, Conan Doyle, RL Stevenson, Kipling, Edith Wharton.

Requirements/Evaluation: two papers (one shorter, one longer), a series of shorter response papers, regular and substantial contributions to class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 364 (D1) ENGL 344 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

ENGL 345 (S) Shakespeare's Women

Cross-listings: WGSS 345 ENGL 345

Primary Cross-listing

Shakespeare's plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to powerful authoritative adults. His plays explore female friendships, parents and children, love affairs and marriages, male actors playing female roles and female characters playing male roles. Looking closely at five plays--*Twelfth Night*, *Much Ado Nothing*, *Hamlet*, *Macbeth*, *Antony and Cleopatra*--we will examine the ways in which attitudes toward female stereotypes, sexuality, gender, subjectivity, social norms and performance evolve as Shakespeare's poetic style and dramatic technique mature, and the genre shifts from comedy to tragedy.

Class Format: tutorial

Requirements/Evaluation: active engagement in tutorial sessions, five 4- to 5-page papers, and five 1- to 2-page responses

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 345 (D2) ENGL 345 (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 346 (S) Negative Affects in African American Literature

Cross-listings: AFR 347 ENGL 346

Primary Cross-listing

"My pessimism was stronger than my longing," wrote Saidiya Hartman in her genre-breaking *Lose Your Mother* in her search for the afterlife of kinship in the remains of a Ghanaian slave fort. In this course we will discuss a mixture of contradictory "bad" feelings burdening the individual and the collective; for example, how hope and desire compete in Hartman's statement with habituated disappointment and exhaustion. How do black subjects creatively overcome the racial foreclosure to write and recite violence, rage, refusal, anxiety, depression, idleness, grief, silence, etc.? And, further, how do we make sense of the sorts of affects that become negative when practiced by black subjects, such as love, empathy, and desire? Together, we will explore interventions by critical theorists of blackness, gender, and sexuality including Saidiya Hartman, Darieck Scott, Abdul JanMohamed, Christina Sharpe, Frantz Fanon, Ann Cvetkovich, Heather Love, and Lauren Berlant to assist us in confronting the sometimes perilous terrain of negative expression for black subjects. Primary texts will include work by Toni Morrison, James Baldwin, Kara Walker, Jamaica Kincaid, and Richard Wright. This course will be driven by student discussion and collaboration.

Requirements/Evaluation: one 10 page paper, one four page paper, engaged feedback process, presentations, thoughtful class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 347 (D1) ENGL 346 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Primary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENGL 348 (S) Women, Men and Other Animals (DPE)

Cross-listings: ARTH 348 ENGL 348 WGSS 348 SCST 348 STS 348

Secondary Cross-listing

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 348 (D2) ENGL 348 (D2) WGSS 348 (D2) SCST 348 (D2) STS 348 (D2)

Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year

ENGL 349 (S) Contemporary Theatre and Performance

Cross-listings: COMP 355 ENGL 349 THEA 345

Secondary Cross-listing

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

Requirements/Evaluation: written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors; Comparative Literature or English majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 355 (D1) ENGL 349 (D1) THEA 345 (D1)

Not offered current academic year

ENGL 350 (F) Modern Poetry

A study of British and American poetry between 1890 and 1945, centering on the radical aesthetic, formal and political shifts which took place during the Modernist era. We will consider the changing authorial and public perceptions of the place and function of poetry during the period, the cross-pollinations and strains between the British and American literary traditions, and the writers' individual relationships with the culture of their times. Readings will focus primarily on the poetry of W.B. Yeats, Robert Frost, T.S. Eliot, William Carlos Williams, Ezra Pound, Marianne Moore, Wallace Stevens and W.H. Auden.

Requirements/Evaluation: two 6+ page papers, several shorter writing assignments, and class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 351 (S) After Nature: Writing About Science and The Environment

Cross-listings: ENVI 352 ENGL 351

Secondary Cross-listing

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 352 (D1) ENGL 351 (D1)

Not offered current academic year

ENGL 352 (F) Anticolonial Avant Gardes: Literature, Film, Theory

Cross-listings: COMP 353 ENGL 352

Primary Cross-listing

Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naïve arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers, artists, and filmmakers like Jean Toomer, G.V. Desani, Amos Tutuola, Émile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Antjie Krog will help us locate and consider the explosive diversity of a broader avant garde's experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine how power and resistance inflected the avant grade strains of modernist expression.

Requirements/Evaluation: class participation; one short 2- to 3-page provocation paper to be revised into a formal 5- to 6-page essay; presentation; final 10- to 12-page research paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 353 (D1) ENGL 352 (D1)

Not offered current academic year

ENGL 353 (S) The Brontës

Cross-listings: ENGL 353 WGSS 353

Primary Cross-listing

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel--two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, *Jane Eyre*, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, *The Tenant of Wildfell Hall*, to Emily's singular masterpiece *Wuthering Heights*, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 *Life of Charlotte Bronte*, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Requirements/Evaluation: discussion, two critical essays and two short creative pieces

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353 (D1) WGSS 353 (D1)

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Alison A. Case

ENGL 354 (F) Contemporary American Fiction

A study of recent American fiction since World War II. The main topic will be the shift from modern to postmodern narration, and the uses of experiments in narration for discriminating private and public craziness. We shall be reading Joseph Heller's *Catch-22*, Vladimir Nabokov's *Pale Fire*, Thomas Pynchon's *The Crying of Lot 49*, Denis Johnson's *Jesus's Son*, Toni Morrison's *Beloved*, Don DeLillo's *White Noise*, and Raymond Carver's *What We Talk About When We Talk About Love*. Though the class is not a seminar, all class meetings will be centered on discussions of the books.

Requirements/Evaluation: class participation, a 4- to 6-page paper, a 6- to 8-page paper, and a final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: senior, then junior English majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL post-1900 Courses

Not offered current academic year

ENGL 355 (S) Asexuality and Other Absences

Cross-listings: WGSS 355 ENGL 355

Primary Cross-listing

What is asexuality? The asexual individual is commonly defined as "one who does not experience sexual attraction" but, under examination, this keyword quickly gives way a growing body of meanings, feelings, affiliations, and associations. How might asexuality transform or expand our understandings of sexuality, desire, romance, legibility, health, and violence? This seminar will explore the emergent field of asexuality studies while examining various kinds of sexual and romantic absences in contemporary fiction, film, and new media with particular attention to race and disability. How might asexuality disrupt or reify our conceptions of these terms of embodiment?

Requirements/Evaluation: kindness and generosity; engaged classroom presence; online discussion; annotated bibliography; roundtable discussion; visual object analysis; comic memoir; final presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: ENGL and WGSS majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 355 (D1) ENGL 355 (D1)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Ianna Hawkins Owen

ENGL 356 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings: AMST 323 COMP 322 ENGL 356 ARTH 223 AFR 323

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Requirements/Evaluation: class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 323 (D2) COMP 322 (D2) ENGL 356 (D2) ARTH 223 (D2) AFR 323 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Rashida K. Braggs

ENGL 357 (S) Spirits of Rebellion: The L.A. Rebellion Filmmakers

Cross-listings: AFR 351 AMST 359 ENGL 357

Secondary Cross-listing

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Aliile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, woman of color feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

Requirements/Evaluation: attendance and participation; weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

Prerequisites: previous courses in American Studies, critical studies in race and ethnicity or cultural studies, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 351 (D2) AMST 359 (D2) ENGL 357 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

ENGL 358 (S) The Myth of Venice and its Modern Aftermath

Cross-listings: ENGL 358 GBST 356 COMP 356

Secondary Cross-listing

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and *Death in Venice* and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 358 (D1) GBST 356 (D2) COMP 356 (D1)

Not offered current academic year

ENGL 359 (S) Unrequited Love

In unrequited love, one confronts, in a deprivation as primal, almost, as hunger, the limits of one's power to shape the world, discovers the radically alien nature of others' desires and minds. This course will explore the many complexities of that painful mismatch, and the ways its unresolved contradictions--one is at once singular and replaceable, for instance, trapped in a place simultaneously fated and contingent--leads one to large, intractable literary and aesthetic questions (character, psychology, social embeddedness, ethics). Readings will include texts from many historical periods, fields, and genres: philosophy, psychoanalysis, novels, poems, opera, film, for example.

Requirements/Evaluation: about 20 pages of writing, distributed as students wish, between midterm and finals; there may also be a few short (less than a page) informal writing responses

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Kevin Ohi

ENGL 360 (S) James Joyce's "Ulysses"

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism) are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as critical essays. Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.

Requirements/Evaluation: active participation in class discussions, several group reports, a midterm exam, a 5-page paper, and an 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 361 (F) Nabokov and Pynchon

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: *Invitation to a Beheading* by Nabokov; and, by Pynchon, *The Crying of Lot 49*, and *Gravity's Rainbow* (to which a substantial portion of the latter part of the course will be

devoted).

Requirements/Evaluation: midterm and final papers (roughly 15-18 pages total), and a take-home final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors, not open to first-year students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 362 (S) Approaches to W. B. Yeats

We will read the poetry and selected prose and plays of William Butler Yeats. Widely regarded as one of the most influential English-language poets of the twentieth century, Yeats was also a novelist, playwright, critic, autobiographer, and a founder of the Irish national theater. We will consider how his writings were shaped by, and responded to, the literary and political contexts of his time; how he conceived of authorial selfhood, its construction in language, and the functions of literature; and his transactions with his contemporaries (from Wilde to Pound to Auden). Applying a range of critical and theoretical approaches to his writings, and giving particular attention to textual materialism, we will study closely Yeats's compositional process and his habits of repeated revision of published works, as well as his formal techniques.

Class Format: tutorial

Requirements/Evaluation: 5-7 page papers every other week, assessment of partner's essays, tutorial performance, and one substantial revision

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: preference given to English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

ENGL 363 (S) Literature and Psychoanalysis

Cross-listings: ENGL 363 COMP 340

Secondary Cross-listing

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first three-fourths of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*

Class Format: discussion

Requirements/Evaluation: active engagement with the material and with each other, plus two 5-7-page papers, one 8-10-page paper, and a symposium presentation

Prerequisites: one previous course in either COMP or ENGL, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 363 (D1) COMP 340 (D1)

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

ENGL 364 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present

Cross-listings: THEA 336 ENGL 364 COMP 360

Secondary Cross-listing

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

Requirements/Evaluation: 18+ pages of writing, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 336 (D1) ENGL 364 (D1) COMP 360 (D1)

Not offered current academic year

ENGL 365 (S) Wonderland(s): *Alice* in Translation

Cross-listings: COMP 345 ENGL 365 GBST 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?"

The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there is the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, *Alice* continues to delight children and adults all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, rewriting, faithfulness, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Class Format: some Friday workshops

Requirements/Evaluation: active and substantive class participation; leading discussion; frequent short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 345 (D1) ENGL 365 (D1) GBST 345 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

ENGL 366 (F) Modern British Fiction

This course focuses on British novels from the early decades of the twentieth century. We will study the emergence of innovative stylistic and narrative forms characteristic of modernism, and consider the ways in which such innovations shape the works' exploration of questions of psychology and sexuality, moral integrity and betrayal, epistemology and aesthetics, race and empire. Readings will include such works as Ford's *The Good Soldier*, James's *The Ambassadors*, Conrad's *Heart of Darkness*, Forster's *A Passage to India*, and Woolf's *To the Lighthouse*.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Primary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 367 (D1) ENGL 367 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ENGL 368 (S) Ireland in Film

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films (and especially those offering competing representations of Ireland), on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*, *Into the West*, *The Field*, *The Crying Game*, *December Bride*, *The Commitments*, *Michael Collins*, *Ondine*, *Six Shooter*, *In Bruges* and *The Guard*; and we will also assess one or more short independent films such as *Budawanny* and *Adam and Paul*. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL post-1900 Courses FMST Related Courses

Not offered current academic year

ENGL 369 (S) American Poetry

This course is devoted to studying the work of key figures in American poetry, from Whitman and Dickinson to writers of our own moment, attentive to the social, historical, and aesthetic pressures that shape their work. We will read widely in the major poetic traditions, from Modernism, Objectivism, and the Harlem Renaissance through the mid-century work of the New York School, Beats, Black Arts, Confessional, and Language poets. We'll also keep a close eye on the contemporary scene, in part through interactions with visiting poets. We'll read a few writers deeply, tracing both their inheritances and also the ways they "make it new," in Pound's phrase, and asking what these innovations disclose about the formal, political, and experiential possibilities of poetry as a cultural form in the long "American century."

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: English Majors using the course to fulfill a requirement

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 370 (F) Literary and Critical Theory in the Twentieth Century

Cross-listings: COMP 380 ENGL 370

Secondary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

Prerequisites: at least one previous literature or theory course

Enrollment Limit: 15

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 380 (D1) ENGL 370 (D1)

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

ENGL 371 (S) The Brothers Karamazov

Cross-listings: ENGL 371 COMP 331 RUSS 331

Secondary Cross-listing

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 371 (D1) COMP 331 (D1) RUSS 331 (D1)

Attributes: JLST Interdepartmental Electives

Not offered current academic year

ENGL 372 (F) Taste in the Renaissance

How can we account for taste, and what does taste account for? In the Christian tradition, our knowledge of good and evil comes (as John Milton put

it) "from out of the rind of one apple tasted." What other forms of knowledge does our talk about taste lay claim to, and what (and whom) does taste exclude? In this course, we will sample plays, poetry, and prose texts primarily from early modern England that are caught up in the aesthetic and social dramas of taste. Our primary assumption will be that metaphors of taste and consumption naturalize a set of discriminations pertaining to categories like class, gender, and race; and that by unpacking the cultural dynamics of taste and disgust, we can understand literary style's vital connections to its social contexts. We will consider Renaissance authors' appeals to the language of taste to define themselves through and against the authority of classical antiquity, the competition of the cosmopolitan early modern city, the otherness of the New World, and the transcendence of the divine. Our readings will include authors such as Seneca, Petronius, Martial, Montaigne, Jonson, Shakespeare, Nashe, Donne, Herbert, Marvell, Cavendish, and Milton.

Requirements/Evaluation: one 7-page paper; one 12-page paper; short, informal writing assignments; participation in class discussions; one in-class presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

ENGL 373 (S) Troubled Spirits

"Trouble" and "spirit" are both words with various and contrasting meanings and surprising overlaps. To be troubled is one thing, to be in trouble can mean several quite different things. Spirit began as breath, yet it transcended breathing. Hoping to soothe and grasp the troubled spirits of their own moment, writers and shamans often seek to conjure up spirits from the past. Some wish to exorcise those spirits, others to be haunted by them. This course will examine the manifestations of troubled spirits in works by American writers, especially African and Native Americans and white Southerners. The authors will include Edgar Allan Poe, William Faulkner, Toni Morrison, Leslie Marmon Silko, N. Scott Momaday, H. P. Lovecraft, Joy Harjo, Alice Walker, Toni Cade Bambara, and Randall Keenan.

Requirements/Evaluation: two or three short papers and a longer final paper of about fifteen pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm David L. Smith

ENGL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Primary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

ENGL 375 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

ENGL 376 (F) Landscapes in American Literature

Cross-listings: AMST 376 ENGL 376 STS 377

Primary Cross-listing

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

Requirements/Evaluation: discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 376 (D1) ENGL 376 (D1) STS 377 (D2)

Attributes: ENGL Criticism Courses

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

ENGL 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Primary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the

nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

ENGL 378 (F) Nature/Writing

Cross-listings: ENGL 378 ENVI 378

Primary Cross-listing

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and Environmental Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378 (D1) ENVI 378 (D1)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm David L. Smith

ENGL 379 (F) Mobility and Confinement in Black Women's Personal Narratives

Black women have used personal narratives to negotiate mobility and confinement in different ways from Harriet Jacobs's "escape" into her grandmother's garret in *Incidents in the Life of a Slave Girl* to Maya Angelou's refusal to speak in *I Know Why the Caged Bird Sings*. This course will introduce students to personal narratives by black women in the form of slave narratives, autobiographies, and prison narratives. Prison narratives are an understudied genre of literature by authors such as the activist and former Black Panther Assata Shakur. Focusing on mobility and confinement, we will discover how black women challenge notions of freedom, power, and empowerment through their interrogations of space, voice, and social position. We will examine not only the similarities among the concerns of these writers as women, activists, and artists, but also the differences that separate them due to time, culture, and geography. To assist us in our inquiry, we will engage key works of the anti-slavery, black feminist, and prison abolition movements.

Requirements/Evaluation: active participation in class discussions, weekly journal entries, a midterm exam, a 5-page paper, and an 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ENGL 380 (S) The Art of Modern Crisis

The first half of the twentieth century was marked by extraordinary social and political upheaval. The same era witnessed a feverishly creative revolution in the nature and the strategies of artistic representation. In this course we will examine what these two kinds of crisis have to do with one another: how a wide range of startling innovations in literary and cinematic art may be seen as responses to the particular pressures of the historical crises they represent. Focusing on instances from Britain, Europe, America, India, and/or Africa, we will study such diverse historical crises as the wave of anarchist terrorism around the turn of the century; the Bolshevik revolution; the woman's suffrage movement; World Wars I and II; the Indian independence movement led by Gandhi; and the Cold War. Novels and films will be studied for their distinctive, often dazzling aesthetic strategies for representing such crises, and will be chosen from works by such authors as Joseph Conrad, Andrei Bely, Sergei Eisenstein, Ford Madox Ford, Virginia Woolf, Jaroslav Hasek, Mulk Raj Anand, Elizabeth Bowen, Joseph Heller, and Stanley Kubrick.

Requirements/Evaluation: active participation in class discussions, two 7-page papers, and a final exam

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Stephen J. Tiff

ENGL 381 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: AFR 380 AMST 380 ENGL 381 SCST 380 WGSS 380 STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 380 (D2) AMST 380 (D2) ENGL 381 (D2) SCST 380 (D2) WGSS 380 (D2) STS 380 (D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

ENGL 382 (S) Advanced Workshop in Poetry

This workshop will include weekly readings and in modern and contemporary poetry, weekly writing assignments, frequent improvisations and

collaborations, and the attendance of several arts events.

Class Format: workshop

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems

Prerequisites: ENGL 281 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: preregistered students; if course is over-enrolled, selection is based on writing samples

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Jessica M. Fisher

ENGL 383 (S) Advanced Fiction

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Requirements/Evaluation: 30 pages of fiction and six exercises

Prerequisites: ENGL 283 or 385 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: should the course over-enroll selection will be made on the basis of writing samples

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Manuel Gonzales

ENGL 384 (S) Advanced Fiction Workshop

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Requirements/Evaluation: 30 pages of fiction and six exercises

Prerequisites: ENGL 283 or 385 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: selection will be made on the basis of writing samples

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ENGL 385 (F)(S) Advanced Fiction Workshop: Form and Technique

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Through close study of

stories in both traditional and unusual forms, we'll examine how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will write new stories, employing the forms and techniques studied, and discuss them in workshop.

Requirements/Evaluation: regular attendance, active participation in workshop, weekly 1- to 2-page brief imitations, two 8- to 18-page story drafts for workshop, and a final portfolio of at least two stories

Prerequisites: ENGL 283 or 384, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: preregistered students; selection is based on writing samples, if course is overenrolled

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL Creative Writing Courses

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Andrea Barrett

Spring 2020

SEM Section: 01 Cancelled

ENGL 386 (S) Fiction of Beckett and Sebald

Cross-listings: COMP 386 ENGL 386

Primary Cross-listing

This seminar explores the work of two of the most original and influential fiction-writers of the last half of the 20th century, Samuel Beckett and W. G. Sebald. The work of both writers was profoundly influenced by World War II and the Holocaust, and their fiction centers on issues of loss and memory, of decay (of bodies, things, cultures, traditions), of reason and imagination as fragile means of enduring privation. Yet material so sobering and often bleak has rarely been rendered so absorbingly, or with such unorthodox forms of beauty. Their methods for reinventing fiction differ. Beckett increasingly strips his fiction of details of time, place, and even event, and ultimately struggles to free his speaking voice from the burdens of narration itself, the better to focus attention on the simple but logically rigorous, brilliant, often comic effects of his spare language. Sebald, who sometimes called his novels "documentary fiction," fashions a blend of recollection, fiction, geo-cultural history, and dream-like meditation, focused on the decline of European civilizations; his more chromatic prose, marked by obliquity, melancholy, and dry wit, is filled with curious facts and haunting anecdotes. We will read some of Beckett's short fiction and his great trilogy, *Molloy*, *Malone Dies*, and *The Unnamable*; Sebald's major works of fiction, *Vertigo*, *The Emigrants*, *The Rings of Saturn*, and *Austerlitz*; and a few short stories and novellas by precursors or successors such as Kafka, Borges, and Thomas Bernhard.

Requirements/Evaluation: regular class participation, two 8- to 10-page papers

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 386 (D1) ENGL 386 (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 387 (F) Catastrophe/Apocalypse: The Movie

The film industry has always appreciated the visual and dramatic possibilities of catastrophe, and over the last few decades the apocalyptic and

post-apocalyptic sensibility appears everywhere in our mass culture, such that being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films model for us those moments when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively, in either secular or metaphysical terms, the issue of our own complicity in--if not responsibility for--disaster? Films to be studied will likely include W.S. Van Dyke's *San Francisco*, Steven Spielberg's *Schindler's List*, Roman Polanski's *The Pianist*, George Romero's *Night of the Living Dead*, Ridley Scott's *Blade Runner*, Edgar Wright's *Shaun of the Dead*, Michael Heneke's *Time of the Wolf*, Danny Boyle's *28 Days Later*, Alfonso Cuarón's *Children of Men*, Bruce McDonald's *Pontypool*, Yoshiro Nakamura's *Fish Story*, Jordan Peele's *Get Out*, and Joshua Oppenheimer's *The Act of Killing*.

Requirements/Evaluation: four short papers and in-class presentations

Prerequisites: ENGL 203, or 204, or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in English or Comparative Literature; then junior majors in either; then newly declared majors in either

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 389 (F) Fiction of Virginia Woolf

Cross-listings: ENGL 389 WGSS 389

Primary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389 (D1) WGSS 389 (D2)

Attributes: ENGL Literary Histories C

Not offered current academic year

ENGL 390 (F) Robert Frost and Seamus Heaney

This seminar closely examines the achievement of two of the most influential poets of the last hundred years: America's Robert Frost (1874-1963), and Seamus Heaney (1939-2013)--the Nobel laureate widely acknowledged as the greatest Irish poet since Yeats. They have garnered high praise from elite literary critics, and also captured the imaginations of a broad reading public. They write in an idiom that is deeply rooted in the ordinary vernacular speech of their respective countries, but rises above it into a universal language that transcends place and time. Their images first focus our gaze on the natural world we can see all around us, but then subtly shift our attention to what can't be readily observed or reliably known. Their poems can

initially appear simple or self-evident in their meanings, but then quietly double-back on us with unexpected forms of mystery and complexity. To get a comprehensive sense of the arc of their careers, we will read most all of their poems, with each class discussion focusing on a few particularly important texts. We will also read some of their essays and lectures on the art and purpose of poetry. Where appropriate, we will attend to the biographical, cultural, and (especially with Heaney) political circumstances that shaped their opportunities as artists.

Requirements/Evaluation: midterm and final papers (roughly 15-18 pages total) and a take-home final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 15

Enrollment Preferences: English majors, but non-majors with a strong interest in poetry are also most welcome

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Stephen Fix

ENGL 391 (S) Democratic Vistas

Cross-listings: ENGL 391 AFR 386

Secondary Cross-listing

This seminar will focus on the ways in which texts create nuanced representations of democratic ideals and practices as well as, of course, representations of the failures of democratic ideals and practices. Our goal will be to explore how literature encourages readers to think about democracy, and what impact that can have on our lives as readers and citizens. To this end, we will study work across five genres--poetry, fiction, non-fiction, photography, and film--to arrange and enhance our sense of how plot, structure, figuration, and allusion occupy themselves with the challenge of the Democratic Vista: which is to say with visions of what democracy is, has been, and has the potential be. Among the texts and authors likely to be studied are Robert Hayden, Ralph Ellison, Toni Morrison, Don DeLillo, Jamaica Kincaid, Ishion Hutchinson, Natalie Diaz, Octavia Butler, Colson Whitehead, Morgan Parker, Nana Kwame Adjei-Brenyahm Teju Cole, and contemporary films such as Ryan Coogler's BLACK PANTHER and Boots Riley's SORRY TO BOTHER YOU.

Requirements/Evaluation: attendance and participation, two short essays, and a 12- to 15-page final paper; additional requirements will include film screenings outside of class, interactive (e.g., Skype, etc.) author visits inside of class, and campus talks germane to the seminar

Prerequisites: none, open to all students

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and English majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 391 (D2) AFR 386 (D2)

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Rowan Ricardo Phillips

ENGL 392 (F) Wonder

Cross-listings: COMP 392 ENGL 392

Primary Cross-listing

We tend to imagine "wonder" as a naïve, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of

our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical or philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.

Requirements/Evaluation: three papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English and Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 392 (D1) ENGL 392 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

ENGL 393 (F) Staging Identities

Cross-listings: THEA 393 ENGL 393

Primary Cross-listing

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 393 (D1) ENGL 393 (D1)

Not offered current academic year

ENGL 395 (F) Signs of History

Cross-listings: HIST 395 COMP 395 ENGL 395

Primary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, History and German majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 395 (D1) COMP 395 (D1) ENGL 395 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Walter Johnston

ENGL 397 (F) Independent Study: English

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Prerequisites: unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Kathryn R. Kent

ENGL 398 (S) Independent Study: English

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

Prerequisites: unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Kathryn R. Kent

ENGL 402 (S) The Historical Novel

Cross-listings: COMP 406 ENGL 402

Primary Cross-listing

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

Requirements/Evaluation: class discussion and a 20-page final paper

Prerequisites: a 100-level English course and a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 406 (D1) ENGL 402 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

ENGL 407 (F) Literature, Justice and Community (DPE)

Cross-listings: COMP 407 ENGL 407

Primary Cross-listing

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

Class Format: discussion

Requirements/Evaluation: one 5-page paper, and a final 15-page paper

Prerequisites: a 300-level ENGL course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: English Majors; Comparative Literature Majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 407 (D1) ENGL 407 (D1)

Difference, Power, and Equity Notes: The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

Attributes: ENGL Criticism Courses JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Christopher L. Pye

ENGL 410 (F) Black Literary and Cultural Theories

Cross-listings: ENGL 410 AFR 410 AFR 354 COMP 410 AMST 410

Secondary Cross-listing

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Négritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar

Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AMST majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 410 (D2) AFR 410 (D2) AFR 354 (D2) COMP 410 (D1) AMST 410 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

ENGL 415 (S) Theorizing Aesthetic Outrage

Outrage has become an increasingly charged and prominent feature of public life in our current political climate. Yet it is surprisingly difficult to analyze and understand, particularly when we confront public forms of outrage, in which collective behavior may shape, complicate, and change its nature. Why are accounts of the reasons for one's outrage so often inadequate to its vehemence? How are we to understand the strange, unconscious mimicry into which the antagonists in public outrage are so often drawn? What are the sources of the pleasure that shadows outrage? In this seminar we will attempt to theorize public outrage, drawing on a range of theoretical models from several disciplines: aesthetics, cultural and political theory, psychoanalysis, gender and sexuality studies, anthropology and sociology. We will be particularly concerned with aesthetic outrage--riots, censorship, and trials in response to literary and cinematic works, particularly where such outrage has been well documented--and will explore the possibility that such outrage is discernibly different from more straightforward instances of political outrage, such as bread riots or Black Lives Matter activism. We will also analyze the basic nature of outrage in the context of affect studies. Theoretical work by such writers as Sedgwick, Berlant, Foucault, Freud, Weber, Lévi-Strauss, Girard, Arendt, Bakhtin, Butler, Douglas, and Žižek; literary and cinematic works by such authors as Sade, Synge, O'Casey, Jarry, and Eisenstein.

Class Format: tutorial format once or twice during the semester to discuss writing

Requirements/Evaluation: active, regular class participation, a final paper of about 20 pages, written in stages (some discussed in tutorial format)

Prerequisites: a 300-level ENGL course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

ENGL 416 (S) Postcolonial Theory and the World Literature Debates (DPE)

Cross-listings: COMP 416 ENGL 416

Primary Cross-listing

When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance--African literature, say, or Sumerian art--or perhaps by their historical moment--Ottoman architecture, or postcolonial Indonesian poetry--but more and more, the catch-all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non-Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of

economic, political, and military dominance? In this advanced seminar, we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, Partha Chatterjee, and Homi Bhabha, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.

Requirements/Evaluation: two to three papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students who have done relevant coursework in Division I or II

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: Theory course

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 416 (D1) ENGL 416 (D1)

Difference, Power, and Equity Notes: This course will consider literary canonicity and postcolonial theory's challenges through an examination of genre, criticism, institutional power, material conditions of publication, and postcolonial culture's relationship to the legacies of colonialism. We will interrogate power and the writing of history, material and cultural resource extraction, and narrative theory against developmental discourse.

Not offered current academic year

ENGL 421 (F) Fanaticism

Cross-listings: ENGL 421 COMP 421

Primary Cross-listing

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

Requirements/Evaluation: two shorter or one long paper(s), approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: junior and senior English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 421 (D1) COMP 421 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky

ENGL 445 (F) World's End: Literary Ecologies of the Limit

Cross-listings: ENVI 445 ENGL 445

Primary Cross-listing

Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's *Animal's People*. Primary works will include: Shakespeare, *As You Like It*; Marvell, "Upon Appleton House"; Ovid, *Metamorphosis*; Browne, *Urn Burial*; Titian, Wordsworth, McCarthy, *The Road*; Alice Oswald; photography (Struth, Hutte), video installations (Pipilotti Rist). Theoretical texts include: Nixon, *Slow Violence*; Agamben, *The Time that Remains*; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, *After Fukushima*; Derrida, *The animal that therefore I am* and *Beast and the Sovereign*.

Class Format: combination discussion seminar and tutorial conferences

Requirements/Evaluation: one 5-page paper and one final 15-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors; Comparative Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 445 (D1) ENGL 445 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A PHIL Related Courses

Not offered current academic year

ENGL 450 (S) Melville, Mark Twain, & Ellison

As an epigraph to his novel, *Invisible Man*, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to *Invisible Man*, Ellison invokes a sermon that appears briefly in the opening chapter of *Moby-Dick*. In his essays on comedy and American culture, Ellison comments trenchantly on *Adventures of Huckleberry Finn*. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison. This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.

Requirements/Evaluation: journal, a final 15-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

ENGL 456 (F) Topics in Critical Theory: Hegel and the Dialectic

Cross-listings: COMP 456 ENGL 456

Primary Cross-listing

This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single

theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.

Requirements/Evaluation: seminar paper of 25 pages; informal weekly writing; class participation

Prerequisites: prior coursework in critical theory or continental philosophy is recommended but not necessary, no prior coursework in English is required

Enrollment Limit: 15

Enrollment Preferences: seniors with background in critical theory

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 456 (D1) ENGL 456 (D1)

Attributes: ENGL Criticism Courses PHIL Related Courses

Not offered current academic year

ENGL 483 (S) Representing History

Cross-listings: ENGL 483 COMP 483

Primary Cross-listing

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Gay, Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's *October*, Reifentahl's *The Blue Light*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*.

Class Format: discussion

Requirements/Evaluation: two shorter or one longer paper/s, approximately 20 pages

Prerequisites: a 300-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: junior and senior English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: cost of books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 483 (D1) COMP 483 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Anita R. Sokolsky

ENGL 493 (F) Honors Colloquium: English

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program.

Requirements/Evaluation: participation and on individual progress on the thesis projects, which will be determined in consultation with each student's honors advisor

Prerequisites: admission to the department Honors program

Enrollment Limit: none

Enrollment Preferences: none

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 W 1:10 pm - 3:50 pm John K. Limon

ENGL 494 (S) Honors Thesis: English

English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA John K. Limon

ENGL 497 (F)(S) Honors Independent Study: English

English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Kathryn R. Kent

Spring 2020

HON Section: 01 TBA Kathryn R. Kent

Winter Study -----

ENGL 11 (W) Black Arts Multiculturalism

The Black Arts "neo-hoodoo" wordsmith Ishmael Reed is credited (especially by himself) as having coined the term "multiculturalism." This WSP course will examine how writers of the Black Arts Movement explicitly used and explored "multiculturalism" in their work, not just as a concept of ethnicity but also as a deliberate incorporation of various aesthetic traditions and forms into their own work. A poem may contain or enact jazz. A theatrical scene may morph into a cartoon or a blues performance. We will examine how writers used this process and what they said about it. The class will read works by writers such as Reed, Amiri Baraka, and Ntozake Shange. We will also consider works and artists in other media who inspired these writers. Students will write 12-page final papers that compare two or more notable examples of "multiculturalism" in works by different artists or in contrasting works by the same writers.

Requirements/Evaluation: 10-page paper

Prerequisites: a 100-level English course

Enrollment Limit: 12

Enrollment Preferences: English majors and Africana Studies concentrators will receive first priority

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020

LEC Section: 01 Cancelled

ENGL 12 (W) Spenser's "The Faerie Queene"

In this course, we will read the first book of Edmund Spenser's *The Faerie Queene*, a poem that seeks to tell the story of England as a Protestant nation, that seeks to instill virtue in the elite young men to whom it is addressed, and that is all the more compelling for the ways it fails to accomplish its stated goals. For example, Spenser hopes that his readers will grow in holiness by reading stories about this subject in Book I, but he writes in the mode of allegory, a kind of representation that excludes the possibility of moral transformation. We will spend a lot of time thinking about Spenser's aspirations--especially his hope that reading might make human beings better--and about how and why those aspirations falter, from almost the very beginning. If the only good this poem can do is to demonstrate its incapacity to accomplish a moral project, then does that mean that literature is itself implicated in the problems Spenser diagnoses in ourselves and in our world? We will discuss these issues in their historical context, but we will also think about how they resonate beyond sixteenth-century England, including in a contemporary moment. The course will be conducted as a reading group rather than as a formal seminar. We will spend a lot of time reading together aloud. Conversation will be relaxed, open-ended, surprising, and profound. Bring your old friends, and come to make new ones.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: based on brief interviews with the instructor

Grading: pass/fail only

Materials/Lab Fee: approximately \$25 for books

Winter 2020

LEC Section: 01 MTWR 10:00 am - 11:50 am Emily Vasiliauskas

ENGL 13 (W) Talking With Strangers

This is a workshop in making short audio documentaries. Students will learn basic interview, audio recording, and editing techniques. Our focus will be in learning how to identify and capture some of the manifold stories circulating invisibly around us, through the process of interviewing strangers about their lives. Course requirements include five hours of class meetings, two or three technical workshops, and five hours of outside listening and reading per week. Investigating stories, interviewing subjects, and editing stories will also require ten to twelve hours weekly. Students will be required to participate in a final listening session in which we will share finished projects.

Requirements/Evaluation: students will create three short audio pieces

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: on the basis of short written expressions of interest and experience in related fields (creative writing, video production, music)

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

Winter 2020

LEC Section: 01 Cancelled

ENGL 15 (W) Tolkien: "The Hobbit, The Lord of the Rings," and Oxford

In this class we'll read and discuss in depth the literary and imaginative richness of J. R. R. Tolkien's beloved fantasy novels *The Hobbit* and *The Lord of the Rings*, as well as the aspects of his biography and the scholarly works he wrote while an Oxford professor that most illuminate his fantastical writings: "On Fairy-Stories," "Beowulf: The Monsters and the Critics," and "Chaucer as a Philologist." By combining the fantastical and the academic in Tolkien, we'll get a better view of his imagined fortresses, castles, strongholds, of his elves, dragons and shires, as well as a better view of "the city of dreaming spires," his beloved Oxford nestled in the green hills of its own Oxfordshire. Students are asked to participate in all class discussions, and, at the end of the class, students will be asked to submit a ten-page paper. Class will meet four times a week (Monday, Tuesday, Wednesday, and Thursday) for one hour and fifteen minutes each session, and to prepare for each class you will be asked to read about fifty pages. Adjunct Instructor Bio: Ryan Riley earned a master's degrees in literature from both Oxford and Yale, and a bachelor's in literature from Harvard, where he started a literary discussion and writing group inspired by Tolkien's Inklings.

Requirements/Evaluation: 10-page paper

Prerequisites: none; if student has already read some or all of Tolkien's writings or seen the films, no need to worry, as there will still be much to learn about his imaginative world

Enrollment Limit: 30

Enrollment Preferences: preference will be given to students who write the instructor a short email explaining their interest in the class

Grading: pass/fail only

Materials/Lab Fee: approximately \$36 for books

Winter 2020

LEC Section: 01 MTWR 10:00 am - 11:50 am Ryan M. Riley

ENGL 17 (W) Writing Art

Cross-listings: ARTS 17 ENGL 17

Primary Cross-listing

This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read various examples of such work to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, and will spend considerable time in local museums and archives engaging intimately with works of art through various writing prompts. We'll meet six hours a week, but your own engagement with this class will occupy significantly more time, averaging around twenty hours a week.

Requirements/Evaluation: final project or presentation

Prerequisites: some experience with creative making will be very helpful

Enrollment Limit: 10

Enrollment Preferences: instructor interview and writing sample

Grading: pass/fail only

Materials/Lab Fee: approximately \$100 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 17 ENGL 17

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Jessica M. Fisher

ENGL 18 (W) Can I Ask You Something?

Cross-listings: ARTS 18 ENGL 18

Primary Cross-listing

"Can I Ask You Something?" takes students on an exploration of the ways personal narrative can become fuel for making art. For their project, each student will begin by interviewing a meaningful person in their lives (this can be a family member, a mentor, a friend, or even someone you have never met and have been dying to talk to!) and recording the interview in video or audio form. The interviews will revolve around questions which are personally meaningful and urgent to each student, for example, but not limited to: identity and its relationship to the body; the politics of everyday life, family dynamics and the way they affect one's identity and worldview. These recorded interviews will then become the fuel for artworks ranging in media from video, performance and dance to sculpture, photography, drawing, and audio collage. Each student's trajectory will be completely unique and informed by their own curiosity, the art-making techniques they wish to learn, and the topics explored in their interviews. In addition, we will learn about contemporary artists who have used interviews and personal narratives as the inspiration and jumping-off point for their work. Adjunct Instructor Bio: Gabriela Vainsencher is a Brooklyn-based visual artist who makes videos, site-specific installations, drawings, and sculptures. Vainsencher was Williams College's Levitt fellow in 2009, and since then she has taught a winter study class in 2012-2018. She is also a curator and an art critic. Vainsencher's recent exhibitions include a solo exhibition at A.I.R. Gallery in New York and a two-person show at the MuMA museum in Le Havre, France. She is also a Bronx Museum AIM Fellow for 2019-20.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students who write the instructor about why they are interested in the class

Grading: pass/fail only

Materials/Lab Fee: \$40

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 18 ENGL 18

Winter 2020

LEC Section: 01 MR 10:00 am - 12:50 pm Gabriela Vainsencher

ENGL 19 (W) The Personal is Political: A Nonfiction Writing Workshop

Since St. Augustine's Confessions, great political thinkers have crafted personal stories as evidence of and witness to their own political times. Frederick Douglass and Harriet Jacobs told their stories to further the abolitionist movement. W.E.B. DuBois, James Baldwin, and Simone de Beauvoir ushered us through the turbulent 20th century showing how the personal is political, and the political, personal. Today, Ta-Nehisi Coates, Suki Kim, Maggie Nelson, and Claudia Rankine, among others, show us how well-crafted personal stories can bring important political ideas to the forefront of our collective imagination. Anticipating criticism of the form, Beauvoir wrote in the preface to her 1961 autobiography that "if any individual...reveals himself honestly, everyone, more or less, becomes involved. It is impossible for him to shed light on his own life without at some point illuminating the lives of others." In this workshop, you will do just that, crafting a nonfiction project-memoir, personal essay, or a hybrid form--the final draft of which will determine half of your grade. We'll meet for six hours each week, splitting our time between discussions of the published work we're reading and a workshop-setting discussion of the work you're producing. Your engagement with this class will occupy significantly more time outside of the classroom--roughly twenty hours a week--during which you'll be engaged in the writing process and reading for class. Adjunct Instructor Bio: Julia McKenzie Munemo earned a master's degree in education from Harvard and an MFA in creative nonfiction from the Stonecoast Program, and worked in educational publishing for the decades in between. She is thrilled to point out that [The Book Keeper: A Memoir of Race, Love, and Legacy]--her own political memoir--will come out on January 14, 2020, right in the middle of winter study.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Julia M. Munemo

ENGL 20 (W) Humor Writing

Cross-listings: ENGL 20 MATH 20

Secondary Cross-listing

What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the transient nature of adversity can ratchet up the devolving psyche's penchant for explication to a catastrophic threshold, thwarting the existential impulse and pushing the natural proclivity for causative norms beyond the possibility of pre-situational adaptation. Do you know what that means? If so, this is not the course for you. No, we will write funny stuff, day in and day out. Or at the very least, we will think it's funny. Stories, essays, plays, fiction, nonfiction, we'll try a little of each. And we'll read some humor, too. Is laughter the body's attempt to eject excess phlegm? Why did Plato write dialogues instead of monologues? Who backed into my car in the Sawyer parking lot on the afternoon of March 2, 2019? These are just a few of the questions we will not explore in this course. No, we won't have time because we will be busy writing. (But if you know the answer to the third question, there's a \$10 reward.) Plan to meet 6 hours a week, and to spend at least 20 hours a week on the course. No slackers need apply. Produce or become produce. We will put on a reading/performance at the end of winter study.

Requirements/Evaluation: at least 10 pages of writing and a final performance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: based on writing samples

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 20 MATH 20

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Colin C. Adams

ENGL 25 (W) Journalism Today

This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. He graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: priority will be given to seniors and juniors, with a preference for students with a demonstrated interest in journalism (as expressed in a statement of interest, if needed)

Grading: pass/fail only

Materials/Lab Fee: \$1,086

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TWR 12:30 pm - 1:20 pm Christopher Marcisz

ENGL 26 (W) Reading Moby-Dick on a Whaler

If you've never read *Moby-Dick*, you might still think that's a heroic adventure story about humanity's struggle against the sea--the sort of book, in other words, that we give young readers, a cracking yarn, like *Treasure Island* only much longer. You might wonder, then, why so many people think it's the greatest novel ever written. You might be all the more puzzled to learn that no-one liked *Moby-Dick* when it was first published. Almost nobody read it. Herman Melville died thinking the book had been a total failure. *Moby-Dick* is peculiar, to be sure: an adventure story without much adventure nor even much story, a novel that doesn't read like a novel--a funny, joking, frightened, philosophical, and extravagant kind of book, a book that pushes readers to figure out their most fundamental attitudes towards the planet. In this class, we will read *Moby-Dick* and only *Moby-Dick*, and we will do so while living in a nineteenth-century whaling port, at Williams-Mystic, the College's coastal and ocean studies campus in Mystic, CT. Students will discuss *Moby-Dick* in the morning and learn nineteenth-century maritime skills in the afternoon: blacksmithing, carving, chantey singing, boat building, letterpress printing, sailmaking, etc. They will have extensive access to nineteenth-century tall ships throughout.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Grading: pass/fail only

Materials/Lab Fee: \$530

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 Cancelled

ENGL 30 (W) Honors Project: English

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

Class Format: honors project

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Kathryn R. Kent

ENGL 31 (W) Senior Thesis: English

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA John K. Limon

ENGL 41 (W) Intensive Expository Writing Workshop

This course allows students who need to make up a deficiency to do so over January term. The course totals the same number of class hours as a full semester plus a winter study, which is a lot--three hours a day, five days a week over four weeks. I also will require six or so writing assignments, with mandatory revisions. This is an English class, which means we will also be reading a lot of short stories. Some, but not all, of the assignments will consist of literary interpretations or analysis. The stories we read will be science-fiction stories, which tend to involve the same technical problems as expository essays: they include an unusual burden of exposition, and an explicit or implied thesis, often one of each. Because of this, they will also provide structural models for us, under the guiding principle that your essays can benefit from learning basic storytelling techniques: how to hook the reader, how to build suspense, how to handle exposition, how to provide a satisfying conclusion--in short, how to make your writing interesting.

Prerequisites: permission of a dean

Enrollment Preferences: students who need to make up a deficiency

Grading: pass/fail only

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 102 and ENGL 41.

Winter 2020

LEC Section: 01 M-F 10:00 am - 1:00 pm Paul C. Park

ENGL 42 (W) Designer Genes Intensive

In his book *High Noon: 20 Global Problems, 20 Years to Solve Them*, J.F. Rischard notes that the biotechnology issues raised by the Human Genome Project are some of the most pressing global issues we face today. The sequencing of the human genome has opened up a "remarkable landscape of opportunity," Francis Collins and colleagues wrote in 2001: "Like Shakespeare, we are inclined to say, 'what's past is prologue.'" Collins and his associates couldn't have picked a more resonant text from which to quote than Shakespeare's play, *The Tempest*, a play that reverberates with the making of new worlds. With the mapping of the human genome, Collins suggests, we are at the beginning of some "brave new world." But with opportunity also comes a host of ethical concerns. Will this information be used to enhance the individual (or society)? If so, how will it improve the individual (or society)? Who should make those decisions? Will we be able to design our own genes, creating designer babies and societies? Questions about how we define race, gender, disease, and disability become even more pressing when it becomes possible for us to select what traits society deems more "desirable." Because literary and film analysis focuses primarily on language and representation, it is a discipline well-suited to getting at the social, ethical, and scientific complexities of this issue. In this writing skills course we will explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics. These texts--many of which also provide a model of exceptional writing--will come from a number of different genres, including the memoir, film, artwork, and non-fiction writing on contemporary science and medicine.

Prerequisites: permission of a dean

Enrollment Preferences: students who need to make up a deficiency

Grading: pass/fail only

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 103 and ENGL 42.

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Bethany Hicok

ENGL 99 (W) Independent Study: English

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Kathryn R. Kent

CENTER FOR ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES MAJOR

Chair: Professor Henry Art

Associate Director: Lecturer Sarah Gardner

Professor: H. Art. Associate Professor: N. Howe. Assistant Professors: P. Kohler, L. Martin. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Visiting Assistant Professors: S. Auer, A. Merleaux. Lecturers: S. Gardner, J. Racela. Gaius Charles Bolin Fellow: Brittany Meché. Research Associates: R. Bolton, L. Venolia.

On leave fall/spring: N. Howe

Environmental Studies Advisory Committee: Professors: H. Art. Associate Professors: M. Cook, S. Jacobson, J. Manigault-Bryant. Assistant Professors: R. Bassar, P. Kohler, L. Martin. Lecturer: S. Gardner.

Maritime Studies Advisory Committee: Professors: H. Art, R. Cox, C. Ting. Associate Professor: L. Gilbert. Assistant Professor: J. Constantine. Associate Dean: J. Gerry.

Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

Julie C. Blackwood, Assistant Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Alice C. Bradley, Assistant Professor of Geosciences

Nicole G. Brown, Assistant Professor of Classics

Cory E. Campbell, instructional Technology Specialist

Gregory Casey, Assistant Professor of Economics

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Phoebe A. Cohen, Associate Professor of Geosciences

Jose E.A. Constantine, Assistant Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences, Emeritus

Joan Edwards, Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives

Jessica M. Fisher, Assistant Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Jennifer L. French, Professor of Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Assistant Professor of Economics

Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences

Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program

Nicolas Howe, Associate Professor of Environmental Studies

Sarah Jacobson, Associate Professor of Economics

Amy Johns, Director of The Zilkha Center for Environmental initiatives

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Pia Kohler, Assistant Professor of Environmental Studies

Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Joel Lee, Assistant Professor of Anthropology

Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club

Dr. Alicia Maggard, Post-Doc, Williams-Mystic Maritime Studies Program

James Manigault-Bryant, Associate Professor of Africana Studies

Luana Maroja, Associate Professor of Biology

Laura Martin, Assistant Professor of Environmental Studies

Brittany Meché, Bolin Fellow

April Merleaux, Visiting Assistant Professor of Environmental Studies

Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research Hopkins Forest

James Nolan, Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, , Lecturer, CES and Morley Sciences Laboratories

David P. Richardson, Professor of Chemistry

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology

David L. Smith, Professor of English

Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies

John W. Thoman, Jr., Professor of Chemistry

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise.

The major in Environmental Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;

- Understand ecological principles and the nature of living systems;
- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center.

ADVISING

Majors (or first-years and sophomores interested in the major offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES for advice. All incoming majors will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program.

Students considering either a semester or year away who intend to major in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major, but must have advance approval in writing from the Chair of Environmental Studies.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven course major. The major has a core of seven courses, with varying amounts of choice for the various core course requirements. All majors are required to take four of the seven courses: ENVI 101, ENVI 102, ENVI 302, and the ENVI senior seminar, ENVI 412. ENVI 101, Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. All majors are also required to take, in the junior year (or senior year under special circumstances), ENVI 302, Environmental Planning Workshop: Community-Based Experience (offered every fall), and ENVI 412, Environmental Studies Senior Seminar (offered every spring). The remaining component of the core is comprised of three foundational 200-level courses, one from each of three lists of courses (see below), with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

Building on this seven course foundation, each Environmental Studies major devises an individualized four-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, the built environment, environmental chemistry, sustainable food and agriculture, environmental ethics, etc. Students are responsible for designing their own major cluster in consultation with a faculty advisor in the spring semester of their sophomore year. One of these four electives in the cluster must be among those listed by the Program as a research methods course, although students may petition to count another course toward this requirement under special circumstances.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a "living systems" course (this may be within their specialization cluster or as one of their 200-level foundational courses).

Submitting your Proposed Course Cluster and Plan of Study to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed four-course cluster and plan of study through the major. We encourage all students interested in the major to meet

with a faculty member in Environmental Studies at least one week prior to spring pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The individual proposals will be reviewed by the CES Advisory Committee.

Planning for Prerequisites on your Path through the Major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of ECON 251 (Price and Allocation Theory), which in turn has a prerequisite of ECON 110. Similarly, should you design a cluster that emphasizes resource conservation, you should be aware that ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOL 203 (Ecology) or ENVI/BIOL 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact Henry Art, Director or Sarah Gardner, Associate Director.

Credit for AP, IB, A-levels and other pre-Williams Courses

Students are not allowed to place out of ENVI 101 or ENVI 102.

Introductory Required Courses (2 courses)

ENVI 101 Nature and Society: An Introduction to Environmental Studies

ENVI 102 Introduction to Environmental Science

Foundational Required Courses for all Environmental Studies Majors (3 courses, 1 from each category)

Culture/Humanities Foundational (1 course)

[ENVI 217 / AMST 216 Landscape, Place and Power](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[ENVI 229 / HIST 264\(S\) Environmental History](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 244 T / PHIL 244\(S\) Environmental Ethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[ENVI 250 / STS 250\(S\) Environmental Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 259 / AMST 259 / HIST 259 New England Environmental History](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 348 / AMST 347\(S\) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

Environmental Science Foundational (with lab, 1 course)

[BIOL 203 / ENVI 203\(F\) Ecology](#)

Taught by: [Ron Bassar](#)

[Catalog details](#)

[GEOS 201 / ENVI 205 Geomorphology](#)

Taught by: [José Constantine](#)

[Catalog details](#)

[GEOS 215 / ENVI 215 Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 309 / ENVI 209\(F\) Modern Climate](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

Social Science/Policy Foundational (1 course)

[ECON 213 / ENVI 213\(S\) Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)
[Catalog details](#)
[ENVI 270 Environmental Problems: Social Causes, Consequences, and Policy Solutions](#)

Taught by: [Pia Kohler](#)
[Catalog details](#)
[ENVI 283 / PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes](#)

Taught by: [Pia Kohler](#)
[Catalog details](#)
[ENVI 307 / PSCI 317\(F\) Environmental Law](#)

Taught by: [David Cassuto](#)
[Catalog details](#)

Specialization Cluster (4 courses, including a Living Systems course and a Methods course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of four elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a "methods" course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the "cluster" entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental justice, environmental planning and design, environmental literature, environmental chemistry, environmental biology, environmental geosciences, sustainable design, water and energy, sustainable food and agriculture, urban studies, and environmental economics.

The student's specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Committee, and will be examined in the broader context of the student's proposed route through the major (including their choice of 200-level foundational courses). One of the courses in the student's proposed route through the major must be from a designated list of "living systems" courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the 200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

Living Systems (1 course)

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

[BIOL 134 / ENVI 134\(F\) The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)
[Catalog details](#)
[BIOL 203 / ENVI 203\(F\) Ecology](#)

Taught by: [Ron Bassar](#)
[Catalog details](#)
[BIOL 220 / ENVI 220\(S\) Field Botany and Plant Natural History](#)

Taught by: [Joan Edwards](#)
[Catalog details](#)
[BIOL 302 / ENVI 312\(F\) Communities and Ecosystems](#)

Taught by: [Manuel Morales](#)
[Catalog details](#)
[MAST 211 / GEOS 210\(F, S\) Oceanographic Processes](#)

Taught by: [Lisa Gilbert](#)
[Catalog details](#)
[MAST 311 / BIOL 231\(F, S\) Marine Ecology](#)

Taught by: [Tim Pusack](#)
[Catalog details](#)

Methods (1 course)

This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

[ANSO 205\(S\) Ways of Knowing](#)

Taught by: [Ben Snyder](#)
[Catalog details](#)
[CHEM 364 / ENVI 364\(S\) Instrumental Methods of Analysis](#)

Taught by: [Lee Park](#)
[Catalog details](#)
[ECON 255\(F, S\)Econometrics](#)

Taught by: [David Zimmerman](#), [Kenneth Kuttner](#), [Matthew Gibson](#), [Lara Shore-Sheppard](#)
[Catalog details](#)
[GEOS 214 / ENVI 214\(F\)Mastering GIS](#)

Taught by: [Alex Apotsos](#)
[Catalog details](#)
[POEC 253\(F\)Empirical Methods in Political Economy](#)

Taught by: [Anand Swamy](#)
[Catalog details](#)
[STAT 201\(F, S\)Statistics and Data Analysis](#)

Taught by: [Stewart Johnson](#), [Shaoyang Ning](#)
[Catalog details](#)
[STAT 202\(F, S\)Introduction to Statistical Modeling](#)

Taught by: [Xizhen Cai](#)
[Catalog details](#)
[STAT 346\(F, S\)Regression and Forecasting](#)

Taught by: [Richard De Veaux](#), [Xizhen Cai](#)
[Catalog details](#)

Experiential Required Course (1 course)

In the junior year, or under special circumstances in the senior year, students will take ENVI 302 Environmental Planning Workshop: Community-Based Experience. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community projects in the Berkshire region involving urban and rural land use planning and environmental design.

Senior Seminar Required Course (1 course)

In the senior year students will take ENVI 412, the senior seminar capstone course. Offered in the spring semester, the Senior Seminar engages students in research on a policy-related environmental problem.

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Environmental Studies major requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

HONORS IN ENVIRONMENTAL STUDIES MAJOR

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus Winter Study project, or a full-year project (two semesters plus Winter Study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Students applying to conduct an honors thesis in Environmental Studies will be notified by the end of the spring semester whether or not their proposal has been approved.

Students doing a full-year thesis should plan on a presentation in early November to their thesis advisor, second reader, and, if applicable, co-advisor, at which the thesis writer will offer a discussion of the work completed on the thesis to date, and provide an outline of the full thesis and a timetable for completion of the remaining parts of the thesis.

ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Alice C. Bradley

LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley

LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley

ENVI 101 (F) Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the historical development of environmental problems -- including pollution, land grabbing, and species extinction -- and their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

Class Format: discussion

Requirements/Evaluation: participation, in-class exercises, several shorter writing assignments, and a final exam

Prerequisites: none

Enrollment Limit: 25/section

Expected Class Size: 25/section

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Environmental Studies major and concentration

Distributions: (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses GBST Urbanizing World Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Pia M. Kohler

LEC Section: 02 TR 9:55 am - 11:10 am Laura J. Martin

ENVI 102 (S) Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week

Requirements/Evaluation: weekly short quizzes, three exams, weekly homework, two lab reports, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Mea S. Cook, Sonya K. Auer

LAB Section: 02 W 1:00 pm - 4:00 pm Sonya K. Auer

LAB Section: 03 R 1:00 pm - 4:00 pm Sonya K. Auer

LAB Section: 04 T 1:00 pm - 4:00 pm Mea S. Cook

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

ENVI 105 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

ENVI 110 (S) The Anthropocene: Nature and Culture in the Human Age

In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timetable of earth's history, argued that the planet has entered a new age known as the Anthropocene. Their questions were epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political,

and ethical implications? How we have arrived at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including works by nineteenth and early twentieth-century environmental thinkers, but will be supplemented with material from the natural and environmental sciences. Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Secondary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference—different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203 ENVI 203

Secondary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

ENVI 205 (F) Geomorphology

Cross-listings: GEOS 305 ENVI 205 GEOS 201

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: discussion, three hours per week and laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: two hour exams, a project, lab work and class participation

Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 305 (D3) ENVI 205 (D3) GEOS 201 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

ENVI 207 (F) Economic Geology and Earth Resources

Cross-listings: ENVI 207 GEOS 205

Secondary Cross-listing

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

Class Format: 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

Requirements/Evaluation: one hour exam, a final exam, lab exercises, and a group project

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: sophomores and Geosciences majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 207 (D3) GEOS 205 (D3)

Attributes: ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

ENVI 208 (S) Saharan Imaginations (DPE)

Cross-listings: ENVI 208 ARAB 209 COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 208 (D1) ARAB 209 (D1) COMP 234 (D1)

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Not offered current academic year

ENVI 209 (F) Modern Climate

Cross-listings: GEOS 309 ENVI 209

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: a series of lab projects, a midterm, and a final exam

Prerequisites: GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 24

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309 (D3) ENVI 209 (D3)

Attributes: EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Alice C. Bradley

LAB Section: 02 T 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 211 (F) Race and the Environment

Cross-listings: ENVI 211 SOC 211 AMST 211 AFR 211

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries,

and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211 (D2) SOC 211 (D2) AMST 211 (D2) AFR 211 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

ENVI 212 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 214 (F) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Alex A. Apotsos

LAB Section: 02 M 1:00 pm - 4:00 pm Alex A. Apotsos

LAB Section: 03 W 1:00 pm - 4:00 pm Alex A. Apotsos

ENVI 215 (F) Climate Changes

Cross-listings: ENVI 215 GEOS 215

Secondary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture three hours per week and one three-hour lab per week

Requirements/Evaluation: lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 215 (D3) GEOS 215 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

ENVI 216 (S) Philosophy of Animals

Cross-listings: ENVI 216 PHIL 216

Secondary Cross-listing

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 216 (D2) PHIL 216 (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

ENVI 217 (F) Landscape, Place and Power

Cross-listings: ENVI 217 AMST 216

Primary Cross-listing

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 217 (D2) AMST 216 (D2)

Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Cross-listings: RLSP 214 ENVI 218

Secondary Cross-listing

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Not offered current academic year

ENVI 219 (S) Evolution of and on Volcanic Islands

Cross-listings: GEOS 220 ENVI 219

Secondary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

Requirements/Evaluation: five written papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Cross-listings: GEOS 221 ENVI 222

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system,

leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Requirements/Evaluation: weekly papers and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ENVI 224 (F) The Rise and Fall of Civilizations

Cross-listings: ANTH 214 ENVI 224

Secondary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: class discussion

Requirements/Evaluation: midterm, final exam, paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 214 (D2) ENVI 224 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 225 (F) Sustainable Food & Agriculture

Cross-listings: BIOL 225 ENVI 225

Secondary Cross-listing

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Requirements/Evaluation: writing assignments, tutorial presentation, performance in the role of paper critic, and course participation

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 225 (D3) ENVI 225 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 228 (F) Water as a Scarce Resource

Cross-listings: ENVI 228 ECON 228

Secondary Cross-listing

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers; evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 228 (D2) ECON 228 (D2)

Attributes: AMST Space and Place Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 229 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the

sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

ENVI 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

ENVI 232 (S) The Garden in the Ancient World

Cross-listings: CLAS 235 REL 235 ENVI 232 COMP 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 235 (D1) REL 235 (D2) ENVI 232 (D1) COMP 235 (D1)

Not offered current academic year

ENVI 234 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

ENVI 235 (S) Survival and Resistance: Environmental Political Theory

Cross-listings: ENVI 235 PSCI 235

Secondary Cross-listing

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation: formal and informal writing assignments and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 235 (D2) PSCI 235 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

ENVI 236 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings: ARTH 236 ENVI 236 CLAS 236

Secondary Cross-listing

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 236 (D1) ENVI 236 (D1) CLAS 236 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ENVI 238 (F) Sustainable Economic Growth

Cross-listings: ECON 238 ENVI 238

Secondary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, land, water and food, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change, but we will also discuss other forms of environmental degradation. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce core economic concepts taught in introductory microeconomics and introductory macroeconomics.

Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, class participation

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 30

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 238 (D2) ENVI 238 (D2)

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Gregory P. Casey

ENVI 240 (F) Conservation and Climate Change (WS)

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (WS)

Writing Skills Notes: Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Natural World Electives

Fall 2019

TUT Section: T1 TBA Laura J. Martin

ENVI 241 (S) The Politics of Waste

Cross-listings: ENVI 241 PSCI 242

Secondary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Wed 4:45-8:30 pm*

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 241 (D2) PSCI 242 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 4:45 pm - 8:30 pm Laura D. Ephraim

ENVI 242 (S) The Country and the City in the Classical World

Cross-listings: CLAS 242 ENVI 242 ANTH 242

Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes?

What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 242 (D1) ENVI 242 (D1) ANTH 242 (D1)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole G. Brown

ENVI 243 (F) Reimagining Rivers

Cross-listings: ANTH 243 ENVI 243

Primary Cross-listing

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Combining approaches from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, legal texts, and more.

Requirements/Evaluation: three 5- to 7-page papers and several short response papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 243 (D2) ENVI 243 (D2)

Not offered current academic year

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor,

Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

ENVI 246 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Primary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat

liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

ENVI 247 (S) Race and Religion in the American West

Cross-listings: LATS 247 REL 247 AMST 247 ENVI 247

Secondary Cross-listing

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacrosapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Grading: no pass/fail option, no fifth course option

Unit Notes: Religion elective course; this course is part of the 2016-17 Climate Change Initiative

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 247 (D2) REL 247 (D2) AMST 247 (D2) ENVI 247 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ENVI 248 (F) "Our Response Will Define Our Future": Climate Change Policy Analysis (WS)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Requirements/Evaluation: students alternate in preparing 5- to 7-page papers and 2-page responses (five papers and five responses in total), final paper building on one of the 5- to 7-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: 1. second-year students 2. Environmental studies concentrators and majors 3. first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Environmental Policy

Fall 2019

TUT Section: T1 TBA Pia M. Kohler

ENVI 249 (S) Food, Agriculture, and Globalization

This course examines the history and current politics of the international political economy of food with a focus on how agriculture and food provisioning have been transformed through imperialism and globalization. We examine the interactions of corporations, nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of a globalized food system. Topics include the historical antecedents of our present system, plantation agriculture, the influences of war and settler colonialism on global food production, Cold War transformations in the international food system, the origins of sustainable development discourse, international anti-hunger programs, fair trade and other labeling schemes, labor migration, the antiglobalization and local food movements, and neoliberalism. We will pay particular attention to theories about how producers and consumers are connected to one another through the political economy of food. The reading assignments are drawn from the fields of environmental, food, and policy history, and we will also read works from political scientists, international relations scholars, geographers, anthropologists, and advocacy organizations.

Requirements/Evaluation: oral presentations with handouts; 2 short concept papers (3-4 pages); 2 research papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm April Merleaux

ENVI 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Primary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

ENVI 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

Requirements/Evaluation: labs, quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 R 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Primary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 270 (S) Environmental Problems: Social Causes, Consequences, and Policy Solutions

This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies, including air and water pollution, agricultural runoff, climate change and endangered species protection.

Requirements/Evaluation: participation, midterm, several smaller assignments, and a final project analyzing an environmental policy

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

ENVI 273 (F) Politics without Humans?

Cross-listings: ENVI 273 STS 273 PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Laura D. Ephraim

ENVI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes

Cross-listings: ENVI 283 PSCI 283

Primary Cross-listing

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 283 (D2) PSCI 283 (D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy PHLH Nutrition, Food Security+Environmental Health POEC Comparative POEC/Public Policy Courses PSCI Research Courses

Not offered current academic year

ENVI 291 (S) Religion and the American Environmental Imagination

Cross-listings: REL 291 SOC 291 ENVI 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 291 (D2) SOC 291 (D2) ENVI 291 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 301 (F) Climate Changes (Latin America): Aesthetics, Politics, Science

Cross-listings: RLSP 401 ENVI 301

Secondary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

Requirements/Evaluation: rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

Prerequisites: one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: this is the senior seminar required for all Spanish majors

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 401 (D1) ENVI 301 (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Jennifer L. French

ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: ENVI 302 AMST 302

Primary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 302 (D2) AMST 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

LAB Section: 02 Cancelled

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

SEM Section: 04 TR 11:20 am - 12:35 pm Henry W. Art

LAB Section: 05 T 1:00 pm - 4:00 pm Henry W. Art

ENVI 303 (S) Cultures of Climate Change

Cross-listings: ENVI 303 SOC 303

Primary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 303 (D2) SOC 303 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 307 (F) Environmental Law

Cross-listings: PSCI 317 ENVI 307

Primary Cross-listing

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Requirements/Evaluation: several short writing assignments, a term research project, and active participation in class

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 317 (D2) ENVI 307 (D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2019

LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

ENVI 308 (S) Science and Politics in Environmental Decision Making

This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.

Requirements/Evaluation: participation, several smaller assignments, and a final project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, Public Health concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Attributes: ENVI Environmental Policy PHLH Nutrition,Food Security+Environmental Health

Not offered current academic year

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

ENVI 313 (S) Chicago

Cross-listings: AMST 312 ENVI 313 LATS 312

Secondary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind of room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review

essay (15 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 312 (D2) ENVI 313 (D2) LATS 312 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives
GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

ENVI 315 (S) Ecocriticism

Cross-listings: ENVI 315 ENGL 312

Secondary Cross-listing

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: majors in English or Environmental Studies

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 315 (D1) ENGL 312 (D1)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Jessica M. Fisher

ENVI 318 (F) California: Myths, Peoples, Places

Cross-listings: COMP 328 AMST 318 ENVI 318 LATS 318 REL 318

Secondary Cross-listing

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific

places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 328 (D1) AMST 318 (D2) ENVI 318 (D2) LATS 318 (D2) REL 318 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

ENVI 322 (F) Trash

Cross-listings: GBST 322 ANTH 322 ENVI 322

Secondary Cross-listing

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322 (D2) ANTH 322 (D2) ENVI 322 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from

natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 328 (F) Global Environmental Politics

Cross-listings: PSCI 328 ENVI 328

Primary Cross-listing

This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.

Requirements/Evaluation: participation; several shorter writing assignments; and a research paper to be completed in stages over the course of the semester

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors, Environmental Studies concentrators, and Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 328 (D2) ENVI 328 (D2)

Attributes: ENVI Environmental Policy JLST Interdepartmental Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI Research Courses

Not offered current academic year

ENVI 329 (S) Our Planet's Plastic Plight

#stopsucking, #gotopless, #foodinthenude: these rallying calls to #rethinkplastic and ban plastic straws, coffee cups, and excessive food packaging are just the latest consumer-driven campaigns to combat the scourge of plastic proliferation. Indeed, over the past century, plastic has become ubiquitous in our societies. Durability, affordability and versatility, the very characteristics that explain this success, have heightened the pollution challenge we face today. Yet, we also rely on plastic for a variety of life-saving devices and implements. In this course, we will examine the chemistry and history of plastic and understand how its uses have impacted diverse systems including our oceans. As we undertake this semester-long lifecycle analysis of plastic in our daily lives, we will explore how additives, often toxic, complicate efforts to recycle plastic goods. We will also study

international flows of this material, notably following China's decision in 2017 to constrain its imports of plastics for recycling. Finally, we will evaluate novel efforts to regulate plastic from the local to the global scale.

Requirements/Evaluation: participation, several small assignments, multi-part project setting out action plan to address a particular aspect of plastic pollution

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors, Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Attributes: ENVI Environmental Policy

Not offered current academic year

ENVI 339 (F) Conservation Biology (QFR)

Cross-listings: BIOL 329 ENVI 339

Secondary Cross-listing

Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such as climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

Class Format: lecture and discussion three hours per week and lab three hours per week

Requirements/Evaluation: lab assignments, two exams, and discussion participation

Prerequisites: BIOL 203, or BIOL 202, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Biology majors, seniors, and juniors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 329 (D3) ENVI 339 (D3)

Quantitative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we

will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

ENVI 341 (S) Toxicology and Cancer

Cross-listings: ENVI 341 CHEM 341

Secondary Cross-listing

What is a poison and what makes it poisonous? Paracelsus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: three times per week

Requirements/Evaluation: two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 341 (D3) CHEM 341 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives PHLH Biomedical Determinants of Health

Not offered current academic year

ENVI 342 (F) The Nature of Gardens: From Eden to the High Line

The garden, since time immemorial, has been the touchstone for humans' interactions with the environment. The relationships between humans and their environments have been so intimate that the creation and origins mythologies of many cultures are set in the context of a garden or paradise. The garden is the environment in which humans have been created, and reciprocally gardens, by definition are the product of human design and environmental manipulation. This seminar examines the interactions between humans and gardens from the perspectives of creation mythologies, the origins of domestication of plants, the cultural expression and design of gardens, the historical exchange of cultivated plants, and evolution of garden design, and the interface of gardens and human biology. Each student will present a seminar based either on their own major interest, an historical, or garden design perspective. One all-day field trip will be scheduled for sometime during the semester.

Class Format: discussion classes, student-led seminars, and one all-day field trip

Requirements/Evaluation: weekly reaction papers (500 words) to reading assignments, seminar presentation, final paper in lieu of final exam

Prerequisites: an application (e.g., online form, statement of interest)

Enrollment Limit: 16

Enrollment Preferences: senior and junior ENVI majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Henry W. Art

ENVI 346 (S) Environmental Psychology

Cross-listings: ENVI 346 PSYC 346

Secondary Cross-listing

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346 (D2) PSYC 346 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Spring 2020

SEM Section: 01 Cancelled

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

ENVI 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

ENVI 352 (S) After Nature: Writing About Science and The Environment

Cross-listings: ENVI 352 ENGL 351

Primary Cross-listing

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 352 (D1) ENGL 351 (D1)

Not offered current academic year

ENVI 364 (S) Instrumental Methods of Analysis

Cross-listings: ENVI 364 CHEM 364

Secondary Cross-listing

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, and an independent project

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 9 per lab

Expected Class Size: 9 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364 (D3) CHEM 364 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives EVST Methods Courses MTSC Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lee Y. Park

LAB Section: 02 TBA Cancelled Nathan Cook

LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook

ENVI 368 (F) Technology and Modern Society

Cross-listings: SOC 368 ENVI 368

Secondary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 368 (D2) ENVI 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses HSCI Interdepartmental Electives

Not offered current academic year

ENVI 376 (S) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 376 (D2) ECON 477 (D2)

Attributes: MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 378 (F) Nature/Writing

Cross-listings: ENGL 378 ENVI 378

Secondary Cross-listing

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and Environmental Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378 (D1) ENVI 378 (D1)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm David L. Smith

ENVI 387 (S) Economics of Climate Change (QFR)

Cross-listings: ECON 522 ENVI 387 ECON 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Attributes: ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 397 (F) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2019

IND Section: 01 TBA Henry W. Art

ENVI 398 (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning

issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2020

IND Section: 01 TBA Henry W. Art

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

ENVI 405 (F) Geochemistry: Understanding Earth's Environment

Cross-listings: GEOS 405 ENVI 405

Secondary Cross-listing

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act

together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Requirements/Evaluation: seminar discussions, papers, labs and final project

Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 405 (D3) ENVI 405 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. In addition to 3 short writing assignments, there will be a scaffolded capstone project through which emphasis will be placed on honing writing skills, including for different audiences, and there will be opportunities to revise and resubmit work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Pia M. Kohler

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pia M. Kohler

ENVI 420 (S) Architecture and Sustainability in a Global World

Cross-listings: GBST 420 ARTH 420 ENVI 420 EXPR 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: travel funds will be provided by a Class of 1963 Sustainability development grant

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 420 (D1) ARTH 420 (D1) ENVI 420 (D1) EXPR 420 (D1)

Not offered current academic year

ENVI 421 (S) Latinx Ecologies

Cross-listings: ENVI 421 LATS 420

Secondary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latinx Studies concentrators; Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 421 (D2) LATS 420 (D2)

Attributes: LATS 400-level Seminars

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Jacqueline Hidalgo

ENVI 422 (F) Ecology of Sustainable Agriculture

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: two 75 minute sessions per week

Requirements/Evaluation: writing assignments, seminar presentation, and course participation

Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Attributes: ENVI Natural World Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

ENVI 423 (F) Global Change Ecology

Cross-listings: BIOL 413 ENVI 423

Secondary Cross-listing

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: two 75-minute discussion sessions each week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 203 or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 413 (D3) ENVI 423 (D3)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Sonya K. Auer

ENVI 445 (F) World's End: Literary Ecologies of the Limit

Cross-listings: ENVI 445 ENGL 445

Secondary Cross-listing

Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's *Animal's People*. Primary works will include: Shakespeare, *As You Like It*; Marvell, "Upon Appleton House"; Ovid, *Metamorphosis*; Browne, *Urn Burial*; Titian, Wordsworth, McCarthy, *The Road*; Alice Oswald; photography (Struth, Hutte), video installations (Pipilotti Rist). Theoretical texts include: Nixon, *Slow Violence*; Agamben, *The Time that Remains*; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, *After Fukushima*; Derrida, *The animal that therefore I am* and *Beast and the Sovereign*.

Class Format: combination discussion seminar and tutorial conferences

Requirements/Evaluation: one 5-page paper and one final 15-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors; Comparative Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 445 (D1) ENGL 445 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A PHIL Related Courses

Not offered current academic year

ENVI 478 (S) Cold War Landscapes

Cross-listings: HIST 478 AMST 478 ENVI 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 478 (D2) AMST 478 (D2) ENVI 478 (D2)

Attributes: AMST Space and Place Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Karen R. Merrill

ENVI 491 (S) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 493 (F) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2019

HON Section: 01 TBA Pia M. Kohler

ENVI 494 (S) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2020

HON Section: 01 TBA Henry W. Art

Winter Study -----

ENVI 12 (W) Geology of the National Parks

Cross-listings: ENVI 12 GEOS 12

Secondary Cross-listing

A vicarious trip through a variety of the national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Parks will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text *PARKS AND PLATES* and from short publications of the U.S. Geological Survey and natural history associations linked to the parks. The second part of the month will involve independent study and meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and list of references will be provided to the group at the time of the presentation.

Requirements/Evaluation: final project or presentation; participation in class meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference to first-year students who have had no previous college study of geology

Grading: pass/fail only

Materials/Lab Fee: approximately \$150 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 12 GEOS 12

Winter 2020

LEC Section: 01 TBA Cancelled

ENVI 13 (W) United States Environmental Law: Its Historic Roots, Its Uncertain Future

Cross-listings: ENVI 13 JLST 13

Secondary Cross-listing

Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly fifty years since the modern era of environmental law began. As a preface, we will consider the significantly more limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation. We will examine the reasons why the law's early application in the first half of the 20th century almost exclusively to the conservation and preservation of natural resources took on in the second half a markedly different approach, one emphasizing pollution control and all but ignoring resource conservation. The course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss, but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have

made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future. In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal solutions imposed. Cases decided at the appellate level will be introduced and examined through their trial court memoranda opinions in order to observe how the legal system actually works and how frequently the reasoning and conclusions behind the trial judge's decision changes as the case works its way through the appellate process. This course will be presented from a litigator's point of view, that is to say, both the practical and the theoretical, emphasizing what is possible to achieve in the litigator's real world as informed by what the academician would present from the security of the classroom. Evaluation will be based on attendance and classroom participation. Students will prepare several short papers, single-page "clerk's notes," which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues. Adjunct Instructor Bio: Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History and then he earned his law degree from The University of Chicago Law School and practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

Requirements/Evaluation: five single-spaced, 1-page papers called "clerk's notes," class performance, including a team approach to the Pebble Mine, Alaska, permitting controversy

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: seniors first, then juniors, etc

Grading: pass/fail only

Materials/Lab Fee: approximately \$100 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 13 JLST 13

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Philip R. McKnight

ENVI 15 (W) Bridges over Troubled Waters: Environmental and Public Health Advocacy for Safe Drinking Water

Go behind the headlines to learn about the issues and advocates involved in recent drinking water crises, including lead in Flint, Michigan, Pittsburgh, Pennsylvania, and Newark, New Jersey; chemicals in Hoosick Falls, New York; and crumbling infrastructure in Puerto Rico. This course will introduce students to basic drinking water science, public health data, laws and regulations, types of lawsuits, and advocacy tools involved in today's most pressing drinking water threats. We will discuss issues such as environmental justice, citizen science, corporate responsibility, grassroots organizing, and the role of government and law in addressing public health crises. The course is geared towards interested water consumers and students interested in pursuing careers in environmental or public health advocacy alike. Students will be assigned brief readings drawn from journal and popular news articles and excerpts from nonfiction books, and to view a couple films (either during evening group screenings or independently). In conjunction with this course, and in addition to attending hour-long Friday seminar discussions, students will be expected to attend Friday Log Lunches during Winter Study, which will feature drinking water advocates. Evaluation will be based on class participation and a short (3-5 page) paper and (5-10 minute) presentation on a topic of students' choice involving a drinking water threat or community that is experiencing or has confronted a drinking water threat. Adjunct Instructor Bio: Joya Sonnenfeldt '10 was Williams' first Environmental Policy major. She also holds a law degree and a masters in environmental management from Yale University. She has spent the majority of her career on the litigation team of the Natural Resources Defense Council, largely working to secure safe drinking water. Most recently, she clerked for the Honorable Patty Shwartz on the United States Court of Appeals for the Third Circuit.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Preferences: brief statement of interest

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

Winter 2020

LEC Section: 01 WRF 1:00 pm - 2:50 pm Joya C. Sonnenfeldt

ENVI 16 (W) Sensing Place

Cross-listings: ENVI 16 ARTH 16

Secondary Cross-listing

Bridging art history and environmental humanities, this course will explore how the experience of landscape, a term that privileges the visual, is impacted not only by sight but by sound, touch, smell, and even taste. We will look at the way artists have translated embodied experiences of landscape into paint and other media as we ask what is lost or gained, just as we will consider what the taste of tea or oysters might tell us about the history and present environment of the places they come from. By looking at how artists and writers have theorized and experienced landscapes in the past, we will explore how those histories inform how and what we sense today. We will ask: how is the environment experienced (and narrated) through our bodies? How do human interactions with nature produce a "sense" of ownership and domination? Is something more symbiotic possible? To answer these questions, we will look at works of art in the collections of WCMA and The Clark, read work by historical and contemporary writers, and engage in experiential learning that activates all senses, including hiking, tasting, and making. Evaluation will be based on participation, including weekly journal reflections, and the completion of a 10-page written assignment that will combine creative reflection and research. Attendance and active participation in class discussions will also be required. We will typically meet three times a week for three-hour sessions, with some additional required field trips. Adjunct Instructor Bio: Elliot Krasnopoler is a Doctoral Candidate in the History of Art at Bryn Mawr College, where he is completing a dissertation about the intersections of contemporary art, landscape, and time. He holds an M.A. in Art History from Williams College, and a B.F.A. in Photography from the Rochester Institute of Technology. He lives in North Adams, MA, and is an avid hiker, tea enthusiast, and mineral collector.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: more senior students will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$50

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 16 ARTH 16

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Elliot M. Krasnopoler

ENVI 17 (W) Unsettling Environments: Conservation, Care, and Indigeneity in the Anthropocene

Cross-listings: ANTH 16 ENVI 17

Secondary Cross-listing

How might we think of killing animals as a form of care? How do narratives of ecological decline associated with the Anthropocene and climate change potentially exclude Indigenous perspectives? In this course, we will think critically about themes related to resource use and extraction, human-animal relations, and settler colonialism. We will unsettle dominant conceptions of conservation, call into question management models that marginalize Indigenous peoples and ways of being in the world, and explore how ways of relating to the more-than-human shape Indigenous and non-Indigenous responses to climate change and environmental degradation. Drawing upon theoretical works and ethnographic investigations within anthropology and American Indian and Indigenous Studies, as well as poetry and fiction, including the works of Indigenous and settler scholars and writers, we will examine how theorizations of and relations with animals, plants, and landscapes shape conservationist logics, resource management models, and understandings of what it means to "care" for land and the multiple beings that animate it. This course involves six hours of in-class work and an average of 20 hours of outside-of-class work weekly. The course will rely heavily on student preparation for class and student participation in small- and large-group discussions in class. This is an introductory course, and assessments will be weighted more towards students' understandings of broader themes and questions rather than proficiency in any one school of theory or ethnographic locale. Students will earn their grades as follows: with one-sentence summaries and prepared questions for twelve of the assigned readings (once for each class meeting); as co-discussants for one class meeting; with one short take-home essay exam (750-1000 words); and with a final paper (roughly 3000 words) drawing upon ideas and

comparative examples encountered in the course to analyze a current episode or event. Adjunct Bio: William Voinot-Baron is a PhD candidate in cultural anthropology at the University of Wisconsin-Madison. His dissertation is an ethnographic examination of the ways in which salmon are central to both understandings and practices of care in an Alaska Native (Yupiaq) village in southwest Alaska, and the consequences of State of Alaska and federal fishing regulations for tribal sovereignty and well-being. He holds an M.A. in Anthropology from Columbia University and an A.B. in Anthropology and Environmental Studies from Bowdoin College

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniority; students may be asked to send the instructor and email explaining why they are interested in the course

Grading: pass/fail only

Materials/Lab Fee: approximately \$80 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 16 ENVI 17

Winter 2020

LEC Section: 01 Cancelled

ENVI 25 (W) Tropical Marine Conservation

Cross-listings: BIOL 25 ENVI 25

Secondary Cross-listing

Tropical marine ecosystems such as coral reefs and mangrove forests are biodiversity 'hotspots'; they are home to an astounding variety of marine organisms, provide critical support for the livelihoods and food sources of millions of people, but are also highly vulnerable to human impacts such as climate change and overfishing. This winter study travel course will offer a unique combination of classroom, laboratory, and hands-on experiences in the scientific study, management, and restoration of tropical marine ecosystems using the Bahamian island of Eleuthera as a case study. Eleuthera is rich in marine diversity but still in the process of implementing management policies and practices for its many fisheries. As such, it presents a unique opportunity for students to experience conservation-in-action. Students will gain an understanding of the structure, function, and major threats facing tropical marine ecosystems. They will develop practical skills in conducting field surveys of tropical marine species and in implementing management and restoration strategies on the Island. They will also engage with the local community to understand the social and economic impacts of marine conservation policy and to explore alternative sustainable development strategies for subsistence fisheries that rely on these marine ecosystems. Students are expected to participate in 2 days travel and 13 days of research on the Island. The daily schedule will include field research and independent study. Students are expected to devote time each day to researching and writing a final paper that integrates their field studies, interviews, and policy research. Students will also use this time to prepare and deliver an oral slide presentation on their research the last two days of the trip. After return to Williamstown, students will be given 5 days to finish writing their final papers.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: BIOL 203 or ENVI 101 or MAST 311 or BIOL 413/ENVI 423 or permission of instructor

Enrollment Limit: 8

Enrollment Preferences: preference will be given to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 25 ENVI 25

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Sonya K. Auer, Sarah Gardner

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Pia M. Kohler

HON Section: 02 TBA Laura J. Martin

ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Henry W. Art

**CENTER FOR ENVIRONMENTAL STUDIES
ENVIRONMENTAL STUDIES CONCENTRATION**

Chair: Professor Henry Art

Associate Director: Lecturer Sarah Gardner

- Henry W. Art, Director of CES and the Environmental Studies Program, Rosenburg Professor of Environmental Studies and Biology, Emeritus
- Sonya K. Auer, Visiting Assistant Professor of Biology; affiliated with: Ctr-Environmental Studies
- David N. Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
- Nicolas C. Howe, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology, American Studies Program; on leave 2019-2020
- Pia M. Kohler, Assistant Professor of Environmental Studies
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department
- Brittany Meché, Gaius Charles Bolin Fellow in the Environmental Studies Program
- April Merleaux, Visiting Assistant Professor of Environmental Studies

Environmental Studies Advisory Committee

- Henry W. Art, Director of CES and the Environmental Studies Program, Rosenburg Professor of Environmental Studies and Biology, Emeritus
- Ron D. Bassar, Assistant Professor of Biology
- Mea S. Cook, Chair and Associate Professor of Geosciences
- Sarah A. Jacobson, Associate Professor of Economics
- Pia M. Kohler, Assistant Professor of Environmental Studies
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department

Maritime Studies Advisory Committee

- Henry W. Art, Director of CES and the Environmental Studies Program, Rosenburg Professor of Environmental Studies and Biology, Emeritus
- José A. Constantine, Assistant Professor of Geosciences; on leave 2019-2020
- Rónadh Cox, Edward Brust Professor of Geology and Mineralogy
- Lisa A. Gilbert, Associate Professor of Geosciences and Marine Sciences at Williams-Mystic; affiliated with: Geosciences Department
- Claire S. Ting, Professor of Biology

Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

Julie C. Blackwood, Assistant Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Alice C. Bradley, Assistant Professor of Geosciences

Nicole G. Brown, Assistant Professor of Classics

Cory E. Campbell, instructional Technology Specialist

Gregory Casey, Assistant Professor of Economics

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Phoebe A. Cohen, Associate Professor of Geosciences

Jose E.A. Constantine, Assistant Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences, Emeritus

Joan Edwards, Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives

Jessica M. Fisher, Assistant Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Jennifer L. French, Professor of Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Assistant Professor of Economics

Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences

Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program

Nicolas Howe, Associate Professor of Environmental Studies

Sarah Jacobson, Associate Professor of Economics

Amy Johns, Director of The Zilkha Center for Environmental initiatives

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Pia Kohler, Assistant Professor of Environmental Studies

Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Joel Lee, Assistant Professor of Anthropology

Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club

Dr. Alicia Maggard, Post-Doc, Williams-Mystic Maritime Studies Program

James Manigault-Bryant, Associate Professor of Africana Studies

Luana Maroja, Associate Professor of Biology

Laura Martin, Assistant Professor of Environmental Studies

Brittany Meché, Bolin Fellow

April Merleaux, Visiting Assistant Professor of Environmental Studies

Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research Hopkins Forest

James Nolan, Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, , Lecturer, CES and Morley Sciences Laboratories

David P. Richardson, Professor of Chemistry

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology

David L. Smith, Professor of English

Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies

John W. Thoman, Jr., Professor of Chemistry

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The concentration in Environmental Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;
- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center.

ADVISING

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program.

Students considering either a semester or year away who intend to concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study away as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their concentration, but must have advance approval in writing from the Chair of Environmental Studies.

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The Environmental Studies concentration is a seven course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core of ENVI 101, ENVI 102, ENVI 302 and ENVI 412, students pursuing the concentration will take one elective from each group that represents a broad category of inquiry: Environmental Policy; Humanities, Arts, and Social Sciences; and Natural World.

Credit for AP, IB, A-levels and other pre-Williams Courses

Students are not allowed to place out of ENVI 101 or ENVI 102.

Core Courses (4 courses)

[ENVI 101\(F\)Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Pia Kohler](#), [Laura Martin](#), [April Merleaux](#)
[Catalog details](#)

[ENVI 102\(S\)Introduction to Environmental Science](#)

Taught by: [Mea Cook](#), [Sonya Auer](#)
[Catalog details](#)

[ENVI 302 / AMST 302\(F\)Environmental Planning Workshop: Community-Based Experience](#)

Taught by: [Sarah Gardner](#), [Henry Art](#)
[Catalog details](#)

[ENVI 412 / MAST 402\(S\)Senior Seminar: Perspectives on Environmental Studies](#)

Taught by: [Pia Kohler](#)
[Catalog details](#)

Distribution Courses (3 courses, 1 from each group)

In order to earn the concentration a student must take one course from each of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major (it is not possible to major in Environmental Studies while also concentrating in Environmental Studies).

Students may check with the Chair or Sarah Gardner, Associate Director of Environmental Studies to see if other courses not listed here might count as electives, such arrangements must be approved in writing.

Environmental Policy Electives

[ECON 213 / ENVI 213\(S\)Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)
[Catalog details](#)

[ECON 214 T / ENVI 212 / POEC 214\(S\)The Economics and Ethics of CO2 Offsets](#)

Taught by: [Ralph Bradburd](#)
[Catalog details](#)

[ECON 238 / ENVI 238\(F\)Sustainable Economic Growth](#)

Taught by: [Gregory Casey](#)
[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)
[Catalog details](#)

[ECON 465Pollution and the Labor Market](#)

Taught by: [Matthew Gibson](#)
[Catalog details](#)

[ENGL 331\(F\)Romantic Culture](#)

Taught by: [Peter Murphy](#)
[Catalog details](#)

[ENVI 244 T / PHIL 244\(S\)Environmental Ethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[ENVI 248 T\(F\)"Our Response Will Define Our Future": Climate Change Policy Analysis](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 249\(S\)Food, Agriculture, and Globalization](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[ENVI 270Environmental Problems: Social Causes, Consequences, and Policy Solutions](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 283 / PSCI 283Dirty Politics: Regulating Hazardous Chemicals and Wastes](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\)Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[ENVI 308Science and Politics in Environmental Decision Making](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 328 / PSCI 328Global Environmental Politics](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 329Our Planet's Plastic Plight](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[MAST 351 / PSCI 319 / ENVI 351\(F, S\)Marine Policy](#)

Taught by: [Catherine Robinson Hall](#)

[Catalog details](#)

[PSCI 229Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[PSCI 273 / ENVI 273 / STS 273\(F\)Politics without Humans?](#)

Taught by: [Laura Ephraim](#)

[Catalog details](#)

Humanities, Arts, and Social Sciences Electives

[AFR 211 / AMST 211 / ENVI 211 / SOC 211Race and the Environment](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[ANTH 214 / ENVI 224The Rise and Fall of Civilizations](#)

Taught by: [Antonia Foias](#)

[Catalog details](#)

[ANTH 322 / ENVI 322 / GBST 322Trash](#)

Taught by: [Joel Lee](#)

[Catalog details](#)

[ARTS 329\(F\)Architectural Design II](#)

Taught by: [Ben Benedict](#)

[Catalog details](#)

[ENGL 312 / ENVI 315\(S\)Ecocriticism](#)

Taught by: [Jessica Fisher](#)

[Catalog details](#)

[ENGL 331\(F\)Romantic Culture](#)

Taught by: [Peter Murphy](#)

[Catalog details](#)

[ENGL 378 / ENVI 378\(F\)Nature/Writing](#)

Taught by: [David Smith](#)

[Catalog details](#)

[ENVI 110 TThe Anthropocene: Nature and Culture in the Human Age](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[ENVI 217 / AMST 216Landscape, Place and Power](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[ENVI 229 / HIST 264\(S\)Environmental History](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 240 T\(F\)Conservation and Climate Change](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265\(F\)Race, Power, & Food History](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[ENVI 250 / STS 250\(S\)Environmental Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 259 / AMST 259 / HIST 259New England Environmental History](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 291 / REL 291 / SOC 291Religion and the American Environmental Imagination](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[ENVI 303 / SOC 303Cultures of Climate Change](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[ENVI 348 / AMST 347\(S\)Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[LATS 220 / AMST 221 / ENVI 221Introduction to Urban Studies: Shaping and Living the City](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 312 / AMST 312 / ENVI 313Chicago](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328California: Myths, Peoples, Places](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 408 / AMST 408Envisioning Urban Life: Objects, Subjects, and Everyday People](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[MAST 231 / ENGL 231\(F, S\)Literature of the Sea](#)

Taught by: [Christian Thorne](#), Kelly Bushnell

[Catalog details](#)

[MAST 352 / HIST 352\(F, S\)American Maritime History](#)

Taught by: [Alicia Maggard](#)

[Catalog details](#)

[PSCI 235 / ENVI 235Survival and Resistance: Environmental Political Theory](#)

Taught by: TBA

[Catalog details](#)

[PSYC 346 / ENVI 346\(S\)Environmental Psychology](#)

Taught by: TBA

[Catalog details](#)

[REL 247 / AMST 247 / ENVI 247 / LATS 247Race and Religion in the American West](#)

Taught by: [Lloyd Barba](#)

[Catalog details](#)

[SOC 315Culture, Consumption and Modernity](#)

Taught by: [Olga Shevchenko](#)

[Catalog details](#)

[SOC 368 / ENVI 368Technology and Modern Society](#)

Taught by: [James Nolan](#)

[Catalog details](#)

Natural World Electives

[BIOL 134 / ENVI 134\(F\)The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[BIOL 203 / ENVI 203\(F\)Ecology](#)

Taught by: [Ron Bassar](#)

[Catalog details](#)

[BIOL 220 / ENVI 220\(S\)Field Botany and Plant Natural History](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[BIOL 225 T / ENVI 225Sustainable Food & Agriculture](#)

Taught by: [Henry Art](#)

[Catalog details](#)

[BIOL 302 / ENVI 312\(F\)Communities and Ecosystems](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[BIOL 329 / ENVI 339Conservation Biology](#)

Taught by: [Sonya Auer](#)

[Catalog details](#)

[CHEM 341 / ENVI 341Toxicology and Cancer](#)

Taught by: [David Richardson](#)

[Catalog details](#)

[CHEM 364 / ENVI 364\(S\)Instrumental Methods of Analysis](#)

Taught by: [Lee Park](#)

[Catalog details](#)

[ENVI 240 T\(F\)Conservation and Climate Change](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 422Ecology of Sustainable Agriculture](#)

Taught by: TBA

[Catalog details](#)

[GEOS 100 / ENVI 100\(S\)Introduction to Weather and Climate](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

[GEOS 101 / ENVI 105\(F\)The Co-Evolution of Earth and Life](#)

Taught by: [Phoebe Cohen](#)

[Catalog details](#)

[GEOS 102\(S\)An Unfinished Planet](#)

Taught by: [Bud Wobus](#)

[Catalog details](#)

[GEOS 103 / ENVI 103Global Warming and Environmental Change](#)

Taught by: [José Constantine](#)

[Catalog details](#)

[GEOS 104 / ENVI 104 / MAST 104\(F\)Oceanography](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 201 / ENVI 205Geomorphology](#)

Taught by: [José Constantine](#)

[Catalog details](#)

[GEOS 205 / ENVI 207\(F\)Economic Geology and Earth Resources](#)

Taught by: [Rónadh Cox](#)

[Catalog details](#)

[GEOS 214 / ENVI 214\(F\)Mastering GIS](#)

Taught by: [Alex Apotsos](#)

[Catalog details](#)

[GEOS 215 / ENVI 215Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 220 T / ENVI 219Evolution of and on Volcanic Islands](#)

Taught by: [Paul Karabinos](#)

[Catalog details](#)

[GEOS 255 / ENVI 255\(F\)Environmental Observation](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

[GEOS 324 / ENVI 324 / MAST 324Corals and Sea Level](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 404 / ENVI 404 / MAST 404\(S\)Coastal Processes and Geomorphology](#)

Taught by: [Alex Apotsos](#)

[Catalog details](#)

[GEOS 405 / ENVI 405Geochemistry: Understanding Earth's Environment](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[MAST 211 / GEOS 210\(F, S\)Oceanographic Processes](#)

Taught by: [Lisa Gilbert](#)
[Catalog details](#)

[MAST 311 / BIOL 231\(F, S\)Marine Ecology](#)

Taught by: [Tim Pusack](#)
[Catalog details](#)

[PHYS 108 / ENVI 108\(F\)Energy Science and Technology](#)

Taught by: [Kevin Jones](#)
[Catalog details](#)

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Environmental Studies concentration requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

HONORS IN ENVIRONMENTAL STUDIES CONCENTRATION

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus Winter Study project, or a full-year project (two semesters plus Winter Study). Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program.

Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Chair of Environmental Studies by the end of the junior year. Students applying to conduct an honors thesis in Environmental Studies will be notified by the end of the spring semester whether or not their proposal has been approved.

Students doing a full-year thesis should plan on a presentation in early November to their thesis advisor, second reader, and, if applicable, co-advisor, at which the thesis writer will offer a discussion of the work completed on the thesis to date, and provide an outline of the full thesis and a timetable for completion of the remaining parts of the thesis.

ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Alice C. Bradley

LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley

LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley

ENVI 101 (F) Nature and Society: An Introduction to Environmental Studies

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the historical development of environmental problems -- including pollution, land grabbing, and species extinction -- and their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

Class Format: discussion

Requirements/Evaluation: participation, in-class exercises, several shorter writing assignments, and a final exam

Prerequisites: none

Enrollment Limit: 25/section

Expected Class Size: 25/section

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for the Environmental Studies major and concentration

Distributions: (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses GBST Urbanizing World Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Pia M. Kohler

LEC Section: 02 TR 9:55 am - 11:10 am Laura J. Martin

LEC Section: 03 TF 1:10 pm - 2:25 pm April Merleaux

ENVI 102 (S) Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week

Requirements/Evaluation: weekly short quizzes, three exams, weekly homework, two lab reports, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Mea S. Cook, Sonya K. Auer

LAB Section: 02 W 1:00 pm - 4:00 pm Sonya K. Auer

LAB Section: 03 R 1:00 pm - 4:00 pm Sonya K. Auer

LAB Section: 04 T 1:00 pm - 4:00 pm Mea S. Cook

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves;

ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

ENVI 105 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

ENVI 110 (S) The Anthropocene: Nature and Culture in the Human Age

In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timetable of earth's history, argued that the planet has entered a new age known as the Anthropocene. Their questions were epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political, and ethical implications? How we have arrived at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the construction of environmental knowledge in the twenty-first century? Readings will come primarily from the environmental social sciences and humanities, including works by nineteenth and early twentieth-century environmental thinkers, but will be supplemented with material from the natural and environmental sciences. Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

Cross-listings: BIOL 134 ENVI 134

Secondary Cross-listing

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course highlights differences between the tropics and areas at higher latitudes. It begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

Class Format: debate

Requirements/Evaluation: two hour exams, a short paper, panel preparation, and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: seniors, juniors, sophomores, and first-year students, in that order

Expected Class Size: 60

Grading: no pass/fail option, no fifth course option

Unit Notes: does not count for major credit in Biology; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 134 (D3) ENVI 134 (D3)

Difference, Power, and Equity Notes: This course highlights differences between the tropics and areas at higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and impacts of climate change. For each section we focus on differences in power and the inequities of resource distribution. We then debate potential policies to ameliorate these inequities.

Attributes: ENVI Natural World Electives EVST Living Systems Courses GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203 ENVI 203

Secondary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

ENVI 205 (F) Geomorphology

Cross-listings: GEOS 305 ENVI 205 GEOS 201

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: discussion, three hours per week and laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: two hour exams, a project, lab work and class participation

Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 305 (D3) ENVI 205 (D3) GEOS 201 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

ENVI 207 (F) Economic Geology and Earth Resources

Cross-listings: ENVI 207 GEOS 205

Secondary Cross-listing

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging--all with geologic materials. As demand soars in both

established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

Class Format: 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

Requirements/Evaluation: one hour exam, a final exam, lab exercises, and a group project

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: sophomores and Geosciences majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 207 (D3) GEOS 205 (D3)

Attributes: ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

ENVI 208 (S) Saharan Imaginations (DPE)

Cross-listings: ENVI 208 ARAB 209 COMP 234

Secondary Cross-listing

Literary representations of the Sahara challenge facile assumptions about this undertheorized place. Literature furnishes a unique opportunity to gain more awareness of the organization of life in the desert and the ways in which its inhabitants have found harmony between their humanity and the Sahara's biodiversity. This course offers students the opportunity to engage in close readings of novels through the theme of the Sahara and Saharan space. Reading through the ethics of human mobility and actions in the desert will help students to understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the Sahara sub-genre of Maghrebi and Middle Eastern literature. Whether grappling with transcontinental issues of climate change, biodiversity cannibalization or overexploitation of natural resources, the Saharan novel invites us to think critically about the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature. Students will be initiated to the ecocritical dimension of Maghrebi and Arabic literature and the discourses underlying it through the prism of the Sahara.

Requirements/Evaluation: active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 208 (D1) ARAB 209 (D1) COMP 234 (D1)

Difference, Power, and Equity Notes: Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

Not offered current academic year

ENVI 209 (F) Modern Climate

Cross-listings: GEOS 309 ENVI 209

Secondary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: a series of lab projects, a midterm, and a final exam

Prerequisites: GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 24

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309 (D3) ENVI 209 (D3)

Attributes: EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Alice C. Bradley

LAB Section: 02 T 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 211 (F) Race and the Environment

Cross-listings: ENVI 211 SOC 211 AMST 211 AFR 211

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211 (D2) SOC 211 (D2) AMST 211 (D2) AFR 211 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social

Not offered current academic year

ENVI 212 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 214 (F) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Alex A. Apotsos

LAB Section: 02 M 1:00 pm - 4:00 pm Alex A. Apotsos

LAB Section: 03 W 1:00 pm - 4:00 pm Alex A. Apotsos

ENVI 215 (F) Climate Changes

Cross-listings: ENVI 215 GEOS 215

Secondary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture three hours per week and one three-hour lab per week

Requirements/Evaluation: lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 215 (D3) GEOS 215 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

ENVI 216 (S) Philosophy of Animals

Cross-listings: ENVI 216 PHIL 216

Secondary Cross-listing

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 216 (D2) PHIL 216 (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

ENVI 217 (F) Landscape, Place and Power

Cross-listings: ENVI 217 AMST 216

Primary Cross-listing

How does culture shape the way we imagine, use, and experience the physical environment, and how does the physical environment shape culture in turn? What can landscapes tell us about the values, beliefs, and ideas of the people who make them? What is the relationship between place and social power? This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of place and landscape in the Americas from the time of European

colonization to the present, it will examine key works from fields such as cultural geography, environmental history, ecocriticism, environmental philosophy, and anthropology, and it will survey the major methodological and theoretical commitments that unite these fields.

Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 217 (D2) AMST 216 (D2)

Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

ENVI 218 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Cross-listings: RLSP 214 ENVI 218

Secondary Cross-listing

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Not offered current academic year

ENVI 219 (S) Evolution of and on Volcanic Islands

Cross-listings: GEOS 220 ENVI 219

Secondary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous

chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

Requirements/Evaluation: five written papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Cross-listings: GEOS 221 ENVI 222

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Requirements/Evaluation: weekly papers and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ENVI 224 (F) The Rise and Fall of Civilizations

Cross-listings: ANTH 214 ENVI 224

Secondary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: class discussion

Requirements/Evaluation: midterm, final exam, paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 214 (D2) ENVI 224 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 225 (F) Sustainable Food & Agriculture

Cross-listings: BIOL 225 ENVI 225

Secondary Cross-listing

A tutorial course investigating patterns, processes, and stability in human-dominated, food production systems. The course will examine sustainable food and agriculture from an ecological perspective. Topics will include: changes in diversity, concentration, and scale, flows of energy, circulation (or not) of fertilizer nutrients, carbon balances in soils, and stability of food production, processing, and distribution ecosystems. A day-long field experience will take place on a local farm.

Requirements/Evaluation: writing assignments, tutorial presentation, performance in the role of paper critic, and course participation

Prerequisites: BIOL 102 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: open to sophomores, juniors, and seniors, with preference given to sophomores over juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 225 (D3) ENVI 225 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 228 (F) Water as a Scarce Resource

Cross-listings: ENVI 228 ECON 228

Secondary Cross-listing

For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers; evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

Prerequisites: ECON 110 or equivalent

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies, and to students who are already major or concentrators in those subjects

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 228 (D2) ECON 228 (D2)

Attributes: AMST Space and Place Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 229 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

ENVI 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Primary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

ENVI 232 (S) The Garden in the Ancient World

Cross-listings: CLAS 235 REL 235 ENVI 232 COMP 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 235 (D1) REL 235 (D2) ENVI 232 (D1) COMP 235 (D1)

Not offered current academic year

ENVI 234 (S) Economics of Developing Countries (DPE)

Cross-listings: ENVI 234 ECON 204

Secondary Cross-listing

The leaders of developing countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? Can agriculture support incomes and provide jobs, or is urban industrial development a prerequisite? How do households in developing countries insure themselves against adverse outcomes? Can policies enable entrepreneurship and innovation in such economies? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce these and other issues, as analyzed by economists.

Class Format: discussion

Requirements/Evaluation: short essays/assignments; two individual take-home exams; final group project

Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 234 (D2) ECON 204 (D2)

Difference, Power, and Equity Notes: This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Michael Samson

ENVI 235 (S) Survival and Resistance: Environmental Political Theory

Cross-listings: ENVI 235 PSCI 235

Secondary Cross-listing

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work

inside and outside the classroom.

Requirements/Evaluation: formal and informal writing assignments and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 235 (D2) PSCI 235 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

ENVI 236 (S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Cross-listings: ARTH 236 ENVI 236 CLAS 236

Secondary Cross-listing

Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of the environment, and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides and Lucretius. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

Requirements/Evaluation: attendance, participation in discussion, one short presentation on a demigod in ancient art, one longer presentation on demigods in early modern, modern, or contemporary art, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first year graduate students, then second year graduate students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 236 (D1) ENVI 236 (D1) CLAS 236 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ENVI 238 (F) Sustainable Economic Growth

Cross-listings: ECON 238 ENVI 238

Secondary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some

argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, land, water and food, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change, but we will also discuss other forms of environmental degradation. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce core economic concepts taught in introductory microeconomics and introductory macroeconomics.

Requirements/Evaluation: midterms exams, final exam, problem sets, short writing assignments, class participation

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 30

Enrollment Preferences: potential or declared social science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 238 (D2) ENVI 238 (D2)

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Gregory P. Casey

ENVI 240 (F) Conservation and Climate Change (WS)

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (WS)

Writing Skills Notes: Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Natural World Electives

Fall 2019

TUT Section: T1 TBA Laura J. Martin

ENVI 241 (S) The Politics of Waste

Cross-listings: ENVI 241 PSCI 242

Secondary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Wed 4:45-8:30 pm*

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 241 (D2) PSCI 242 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 4:45 pm - 8:30 pm Laura D. Ephraim

ENVI 242 (S) The Country and the City in the Classical World

Cross-listings: CLAS 242 ENVI 242 ANTH 242

Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 242 (D1) ENVI 242 (D1) ANTH 242 (D1)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole G. Brown

ENVI 243 (F) Reimagining Rivers

Cross-listings: ANTH 243 ENVI 243

Primary Cross-listing

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Combining approaches from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, legal texts, and more.

Requirements/Evaluation: three 5- to 7-page papers and several short response papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 243 (D2) ENVI 243 (D2)

Not offered current academic year

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

ENVI 246 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Primary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

ENVI 247 (S) Race and Religion in the American West

Cross-listings: LATS 247 REL 247 AMST 247 ENVI 247

Secondary Cross-listing

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacrosapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the

first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Grading: no pass/fail option, no fifth course option

Unit Notes: Religion elective course; this course is part of the 2016-17 Climate Change Initiative

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 247 (D2) REL 247 (D2) AMST 247 (D2) ENVI 247 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ENVI 248 (F) "Our Response Will Define Our Future": Climate Change Policy Analysis (WS)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Requirements/Evaluation: students alternate in preparing 5- to 7-page papers and 2-page responses (five papers and five responses in total), final paper building on one of the 5- to 7-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: 1. second-year students 2. Environmental studies concentrators and majors 3. first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Environmental Policy

Fall 2019

TUT Section: T1 TBA Pia M. Kohler

ENVI 249 (S) Food, Agriculture, and Globalization

This course examines the history and current politics of the international political economy of food with a focus on how agriculture and food provisioning have been transformed through imperialism and globalization. We examine the interactions of corporations, nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of a globalized food system. Topics include the

historical antecedents of our present system, plantation agriculture, the influences of war and settler colonialism on global food production, Cold War transformations in the international food system, the origins of sustainable development discourse, international anti-hunger programs, fair trade and other labeling schemes, labor migration, the antiglobalization and local food movements, and neoliberalism. We will pay particular attention to theories about how producers and consumers are connected to one other through the political economy of food. The reading assignments are drawn from the fields of environmental, food, and policy history, and we will also read works from political scientists, international relations scholars, geographers, anthropologists, and advocacy organizations.

Requirements/Evaluation: oral presentations with handouts; 2 short concept papers (3-4 pages); 2 research papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm April Merleaux

ENVI 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Primary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

ENVI 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

Requirements/Evaluation: labs, quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 R 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Primary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 270 (S) Environmental Problems: Social Causes, Consequences, and Policy Solutions

This course will provide an overview of the social causes and consequences of environmental problems, especially within the US context. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. We will examine different proposed solutions to environmental problems and models of environmental policy-making, including at the local, state and federal level. This course will focus on several case studies, including air and water pollution, agricultural runoff, climate change and endangered species protection.

Requirements/Evaluation: participation, midterm, several smaller assignments, and a final project analyzing an environmental policy

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

ENVI 273 (F) Politics without Humans?

Cross-listings: ENVI 273 STS 273 PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Laura D. Ephraim

ENVI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes

Cross-listings: ENVI 283 PSCI 283

Primary Cross-listing

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 283 (D2) PSCI 283 (D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy PHLH Nutrition, Food Security+Environmental Health POEC Comparative POEC/Public Policy Courses PSCI Research Courses

Not offered current academic year

ENVI 291 (S) Religion and the American Environmental Imagination

Cross-listings: REL 291 SOC 291 ENVI 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 291 (D2) SOC 291 (D2) ENVI 291 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 301 (F) Climate Changes (Latin America): Aesthetics, Politics, Science

Cross-listings: RLSP 401 ENVI 301

Secondary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

Requirements/Evaluation: rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

Prerequisites: one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: this is the senior seminar required for all Spanish majors

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 401 (D1) ENVI 301 (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Jennifer L. French

ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: ENVI 302 AMST 302

Primary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 302 (D2) AMST 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

LAB Section: 02 Cancelled

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

SEM Section: 04 TR 11:20 am - 12:35 pm Henry W. Art

LAB Section: 05 T 1:00 pm - 4:00 pm Henry W. Art

ENVI 303 (S) Cultures of Climate Change

Cross-listings: ENVI 303 SOC 303

Primary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 303 (D2) SOC 303 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 307 (F) Environmental Law

Cross-listings: PSCI 317 ENVI 307

Primary Cross-listing

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth.

Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Requirements/Evaluation: several short writing assignments, a term research project, and active participation in class

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 317 (D2) ENVI 307 (D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2019

LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

ENVI 308 (S) Science and Politics in Environmental Decision Making

This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.

Requirements/Evaluation: participation, several smaller assignments, and a final project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, Public Health concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Attributes: ENVI Environmental Policy PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function.

The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

ENVI 313 (S) Chicago

Cross-listings: AMST 312 ENVI 313 LATS 312

Secondary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind of room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 312 (D2) ENVI 313 (D2) LATS 312 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

ENVI 315 (S) Ecocriticism

Cross-listings: ENVI 315 ENGL 312

Secondary Cross-listing

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

Requirements/Evaluation: engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

Enrollment Limit: 25

Enrollment Preferences: majors in English or Environmental Studies

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 315 (D1) ENGL 312 (D1)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Jessica M. Fisher

ENVI 318 (F) California: Myths, Peoples, Places

Cross-listings: COMP 328 AMST 318 ENVI 318 LATS 318 REL 318

Secondary Cross-listing

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 328 (D1) AMST 318 (D2) ENVI 318 (D2) LATS 318 (D2) REL 318 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

ENVI 322 (F) Trash

Cross-listings: GBST 322 ANTH 322 ENVI 322

Secondary Cross-listing

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322 (D2) ANTH 322 (D2) ENVI 322 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

ENVI 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 328 (F) Global Environmental Politics

Cross-listings: PSCI 328 ENVI 328

Primary Cross-listing

This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.

Requirements/Evaluation: participation; several shorter writing assignments; and a research paper to be completed in stages over the course of the semester

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors, Environmental Studies concentrators, and Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 328 (D2) ENVI 328 (D2)

Attributes: ENVI Environmental Policy JLST Interdepartmental Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI Research Courses

Not offered current academic year

ENVI 329 (S) Our Planet's Plastic Plight

#stopsucking, #gotopless, #foodinthenude: these rallying calls to #rethinkplastic and ban plastic straws, coffee cups, and excessive food packaging are just the latest consumer-driven campaigns to combat the scourge of plastic proliferation. Indeed, over the past century, plastic has become ubiquitous in our societies. Durability, affordability and versatility, the very characteristics that explain this success, have heightened the pollution challenge we face today. Yet, we also rely on plastic for a variety of life-saving devices and implements. In this course, we will examine the chemistry and history of plastic and understand how its uses have impacted diverse systems including our oceans. As we undertake this semester-long lifecycle analysis of plastic in our daily lives, we will explore how additives, often toxic, complicate efforts to recycle plastic goods. We will also study international flows of this material, notably following China's decision in 2017 to constrain its imports of plastics for recycling. Finally, we will evaluate novel efforts to regulate plastic from the local to the global scale.

Requirements/Evaluation: participation, several small assignments, multi-part project setting out action plan to address a particular aspect of plastic pollution

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors, Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Attributes: ENVI Environmental Policy

Not offered current academic year

ENVI 339 (F) Conservation Biology (QFR)

Cross-listings: BIOL 329 ENVI 339

Secondary Cross-listing

Conservation biology is an interdisciplinary field that develops scientific and technical means for the protection, maintenance, and restoration of diversity at all levels of biological organization. This course provides an overview of the discipline including the causes and consequences of biodiversity loss as well as approaches and strategies used to combat biodiversity threats such as climate change, habitat fragmentation, and invasive species. Particular emphasis is placed on the ecological dimension of conservation and the application of biological principles (derived from physiological and behavioral ecology, population genetics, population ecology, community ecology, and systematics) to the conservation of biodiversity. The course combines lectures, readings, in-class discussion, and a laboratory that includes both field and lab projects.

Class Format: lecture and discussion three hours per week and lab three hours per week

Requirements/Evaluation: lab assignments, two exams, and discussion participation

Prerequisites: BIOL 203, or BIOL 202, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: Biology majors, seniors, and juniors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 329 (D3) ENVI 339 (D3)

Quantative/Formal Reasoning Notes: This course uses quantitative and statistical analyses in both the laboratory and lecture portion of the course. In lectures mathematical models will be covered to understand conservation dynamics. In lab, students will collect and analyze data and present results in graphical and statistical forms.

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper

in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

ENVI 341 (S) Toxicology and Cancer

Cross-listings: ENVI 341 CHEM 341

Secondary Cross-listing

What is a poison and what makes it poisonous? Paracelsus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: three times per week

Requirements/Evaluation: two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 341 (D3) CHEM 341 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives PHLH Biomedical Determinants of Health

Not offered current academic year

ENVI 342 (F) The Nature of Gardens: From Eden to the High Line

The garden, since time immemorial, has been the touchstone for humans' interactions with the environment. The relationships between humans and their environments have been so intimate that the creation and origins mythologies of many cultures are set in the context of a garden or paradise. The garden is the environment in which humans have been created, and reciprocally gardens, by definition are the product of human design and environmental manipulation. This seminar examines the interactions between humans and gardens from the perspectives of creation mythologies, the origins of domestication of plants, the cultural expression and design of gardens, the historical exchange of cultivated plants, and evolution of garden design, and the interface of gardens and human biology. Each student will present a seminar based either on their own major interest, an historical, or garden design perspective. One all-day field trip will be scheduled for sometime during the semester.

Class Format: discussion classes, student-led seminars, and one all-day field trip

Requirements/Evaluation: weekly reaction papers (500 words) to reading assignments, seminar presentation, final paper in lieu of final exam

Prerequisites: an application (e.g., online form, statement of interest)

Enrollment Limit: 16

Enrollment Preferences: senior and junior ENVI majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Henry W. Art

ENVI 346 (S) Environmental Psychology

Cross-listings: ENVI 346 PSYC 346

Secondary Cross-listing

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346 (D2) PSYC 346 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Spring 2020

SEM Section: 01 Cancelled

ENVI 347 (S) Big Game: Adventure, Empire, Ecology (DPE)

Cross-listings: COMP 387 ENVI 347 ENGL 347

Secondary Cross-listing

Big Game: Adventure, Empire, Ecology asks how the era of imperial expansion and the study of "natural history" leads into our contemporary ecological crisis. We will begin with readings of influential colonial travel and adventure narratives like Robinson Crusoe, the captivity narrative of Mary Rowlandson, sections of Darwin and Captain Cook's travel journals, and in-class work with archival materials like the Indian Botanical Survey Flora and the photographs of Subhankar Banerjee. In the first weeks, we will consider how the aesthetics of adventure circulated throughout the British empire in both the East Indies and India, and ramifies elsewhere in the Dutch, French, Spanish, Portuguese and Belgian holdings. We will conclude with a suite of readings through which we will attempt to locate a productive intersection between ecocriticism and postcolonial studies, drawing together sensationalist disaster journalism with environmental activism emerging from the Global South. This course will be especially of interest to students in English, Comparative Literature, and Environmental Studies.

Requirements/Evaluation: presentation, short paper and revision, final research project

Prerequisites: one lower-division literature or related course

Enrollment Limit: 25

Enrollment Preferences: students with related course experience

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 387 (D1) ENVI 347 (D1) ENGL 347 (D1)

Difference, Power, and Equity Notes: This course will consider the relationship between the practice of the natural sciences (including the human sciences) and imperial power. We will read texts both from and against the aesthetics of empire. The DPE contribution will carry the course from philosophy and nature writing to literature and visual art.

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 Cancelled

ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

Cross-listings: AMST 347 ENVI 348

Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

Requirements/Evaluation: one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

Prerequisites: ENVI 101 or instructor permission

Enrollment Limit: none

Enrollment Preferences: ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 347 (D2) ENVI 348 (D2)

Difference, Power, and Equity Notes: This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

ENVI 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

ENVI 352 (S) After Nature: Writing About Science and The Environment

Cross-listings: ENVI 352 ENGL 351

Primary Cross-listing

Over the last few decades, the nature of nature has changed and so, by necessity, has nature writing. In this course we will read some of the classic works of nature writing as well as essays and articles by contemporary authors. The emphasis will be on producing our own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Prerequisites: ENVI 101 or 102 suggested

Enrollment Limit: 15

Enrollment Preferences: Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 352 (D1) ENGL 351 (D1)

Not offered current academic year

ENVI 364 (S) Instrumental Methods of Analysis

Cross-listings: ENVI 364 CHEM 364

Secondary Cross-listing

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, and an independent

project

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 9 per lab

Expected Class Size: 9 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364 (D3) CHEM 364 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives EVST Methods Courses MTSC Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lee Y. Park

LAB Section: 02 TBA Cancelled Nathan Cook

LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook

ENVI 368 (F) Technology and Modern Society

Cross-listings: SOC 368 ENVI 368

Secondary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 368 (D2) ENVI 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses HSCI Interdepartmental Electives

Not offered current academic year

ENVI 376 (S) Economics of Environmental Behavior (QFR)

Cross-listings: ENVI 376 ECON 477

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory

Prerequisites: ECON 251 and (ECON 255 or STAT 346)

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 376 (D2) ECON 477 (D2)

Attributes: MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 378 (F) Nature/Writing

Cross-listings: ENGL 378 ENVI 378

Secondary Cross-listing

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Class Format: discussion

Requirements/Evaluation: two 10-page papers, regular class attendance, and participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and Environmental Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 378 (D1) ENVI 378 (D1)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm David L. Smith

ENVI 387 (S) Economics of Climate Change (QFR)

Cross-listings: ECON 522 ENVI 387 ECON 387

Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both poor and wealthy countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change? Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? We will consider the growing body of evidence from attempts to regulate GHGs, including China's pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Throughout the course we will discuss the limits of the economic approach to climate change, pointing out questions on which

economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: seven problem sets, midterm, group presentation, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Limit: 19

Enrollment Preferences: senior Economic majors and CDE fellows

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

Attributes: ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

ENVI 397 (F) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2019

IND Section: 01 TBA Henry W. Art

ENVI 398 (S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2020

IND Section: 01 TBA Henry W. Art

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up

suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

ENVI 405 (F) Geochemistry: Understanding Earth's Environment

Cross-listings: GEOS 405 ENVI 405

Secondary Cross-listing

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Requirements/Evaluation: seminar discussions, papers, labs and final project

Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 405 (D3) ENVI 405 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. In addition to 3 short writing assignments, there will be a scaffolded capstone project through which emphasis will be placed on honing writing skills, including for different audiences, and there will be opportunities to revise and resubmit work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Pia M. Kohler

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pia M. Kohler

ENVI 420 (S) Architecture and Sustainability in a Global World

Cross-listings: GBST 420 ARTH 420 ENVI 420 EXPR 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final

project/paper (15-20 pages) and presentation

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: travel funds will be provided by a Class of 1963 Sustainability development grant

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 420 (D1) ARTH 420 (D1) ENVI 420 (D1) EXPR 420 (D1)

Not offered current academic year

ENVI 421 (S) Latinx Ecologies

Cross-listings: ENVI 421 LATS 420

Secondary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latinx Studies concentrators; Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 421 (D2) LATS 420 (D2)

Attributes: LATS 400-level Seminars

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Jacqueline Hidalgo

ENVI 422 (F) Ecology of Sustainable Agriculture

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: two 75 minute sessions per week

Requirements/Evaluation: writing assignments, seminar presentation, and course participation

Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Biology and Environmental Studies Majors and Environmental Studies Concentrators; then Junior majors/concentrators, then seniors, then juniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

Attributes: ENVI Natural World Electives PHLH Nutrition,Food Security+Environmental Health

Not offered current academic year

ENVI 423 (F) Global Change Ecology

Cross-listings: BIOL 413 ENVI 423

Secondary Cross-listing

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

Class Format: two 75-minute discussion sessions each week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 203 or BIOL 305, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not yet taken a 400-level course

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 413 (D3) ENVI 423 (D3)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Sonya K. Auer

ENVI 445 (F) World's End: Literary Ecologies of the Limit

Cross-listings: ENVI 445 ENGL 445

Secondary Cross-listing

Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the

boundedness of nations and worlds first comes to view in a meaningful way. But the course will have a long arc, from Shakespeare to Sinha's *Animal's People*. Primary works will include: Shakespeare, *As You Like It*; Marvell, "Upon Appleton House"; Ovid, *Metamorphosis*; Browne, *Urn Burial*; Titian, Wordsworth, McCarthy, *The Road*; Alice Oswald; photography (Struth, Hutte), video installations (Pipilotti Rist). Theoretical texts include: Nixon, *Slow Violence*; Agamben, *The Time that Remains*; Heidegger, "Question Concerning Technology"; Latour, "An Inquiry into Modes of Existence"; Nancy, *After Fukushima*; Derrida, *The animal that therefore I am* and *Beast and the Sovereign*.

Class Format: combination discussion seminar and tutorial conferences

Requirements/Evaluation: one 5-page paper and one final 15-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: English majors using the course to fulfill a requirement; Environmental Studies majors; Comparative Studies majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 445 (D1) ENGL 445 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories A PHIL Related Courses

Not offered current academic year

ENVI 478 (S) Cold War Landscapes

Cross-listings: HIST 478 AMST 478 ENVI 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 478 (D2) AMST 478 (D2) ENVI 478 (D2)

Attributes: AMST Space and Place Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Karen R. Merrill

ENVI 491 (S) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 493 (F) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2019

HON Section: 01 TBA Pia M. Kohler

ENVI 494 (S) Senior Research and Thesis: Environmental Studies

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

Prerequisites: approval by the Chair of Environmental Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2020

HON Section: 01 TBA Henry W. Art

Winter Study -----

ENVI 12 (W) Geology of the National Parks

Cross-listings: ENVI 12 GEOS 12

Secondary Cross-listing

A vicarious trip through a variety of the national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Parks will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text *PARKS AND PLATES* and from short publications of the U.S. Geological Survey and natural history associations linked to the parks. The second part of the month will involve independent study and meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and list of references will be provided to the group at the time of the presentation.

Requirements/Evaluation: final project or presentation; participation in class meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference to first-year students who have had no previous college study of geology

Grading: pass/fail only

Materials/Lab Fee: approximately \$150 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 12 GEOS 12

Winter 2020

LEC Section: 01 TBA Cancelled

ENVI 13 (W) United States Environmental Law: Its Historic Roots, Its Uncertain Future

Cross-listings: ENVI 13 JLST 13

Secondary Cross-listing

Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly fifty years since the modern era of environmental law began. As a preface, we will consider the significantly more limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation. We will examine the reasons why the law's early application in the first half of the 20th century almost exclusively to the conservation and preservation of natural resources took on in the second half a markedly different approach, one emphasizing pollution control and all but ignoring resource conservation. The course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss, but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future. In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal solutions imposed. Cases decided at the appellate level will be introduced and examined through their trial court memoranda opinions in order to observe how the legal system actually works and how frequently the reasoning and conclusions behind the trial judge's decision changes as the case works its way through the appellate process. This course will be presented from a litigator's point of view, that is to say, both the practical and the theoretical, emphasizing what is possible to achieve in the litigator's real world as informed by what the academician would present from the security of the classroom. Evaluation will be based on attendance and classroom participation. Students will prepare several short papers, single-page "clerk's notes," which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues. Adjunct Instructor Bio: Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History and then he earned his law degree from The University of Chicago Law School and practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

Requirements/Evaluation: five single-spaced, 1-page papers called "clerk's notes," class performance, including a team approach to the Pebble Mine, Alaska, permitting controversy

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: seniors first, then juniors, etc

Grading: pass/fail only

Materials/Lab Fee: approximately \$100 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 13 JLST 13

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Philip R. McKnight

ENVI 15 (W) Bridges over Troubled Waters: Environmental and Public Health Advocacy for Safe Drinking Water

Go behind the headlines to learn about the issues and advocates involved in recent drinking water crises, including lead in Flint, Michigan, Pittsburgh, Pennsylvania, and Newark, New Jersey; chemicals in Hoosick Falls, New York; and crumbling infrastructure in Puerto Rico. This course will introduce students to basic drinking water science, public health data, laws and regulations, types of lawsuits, and advocacy tools involved in today's most pressing drinking water threats. We will discuss issues such as environmental justice, citizen science, corporate responsibility, grassroots organizing, and the role of government and law in addressing public health crises. The course is geared towards interested water consumers and students interested in pursuing careers in environmental or public health advocacy alike. Students will be assigned brief readings drawn from journal and popular news articles and excerpts from nonfiction books, and to view a couple films (either during evening group screenings or independently). In conjunction with this course, and in addition to attending hour-long Friday seminar discussions, students will be expected to attend Friday Log Lunches during Winter Study, which will feature drinking water advocates. Evaluation will be based on class participation and a short (3-5 page) paper and (5-10 minute) presentation on a topic of students' choice involving a drinking water threat or community that is experiencing or has confronted a drinking water threat. Adjunct Instructor Bio: Joya Sonnenfeldt '10 was Williams' first Environmental Policy major. She also holds a law degree and a masters in environmental management from Yale University. She has spent the majority of her career on the litigation team of the Natural Resources Defense Council, largely working to secure safe drinking water. Most recently, she clerked for the Honorable Patty Shwartz on the United States Court of Appeals for the Third Circuit.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Preferences: brief statement of interest

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

Winter 2020

LEC Section: 01 WRF 1:00 pm - 2:50 pm Joya C. Sonnenfeldt

ENVI 16 (W) Sensing Place

Cross-listings: ENVI 16 ARTH 16

Secondary Cross-listing

Bridging art history and environmental humanities, this course will explore how the experience of landscape, a term that privileges the visual, is impacted not only by sight but by sound, touch, smell, and even taste. We will look at the way artists have translated embodied experiences of landscape into paint and other media as we ask what is lost or gained, just as we will consider what the taste of tea or oysters might tell us about the history and present environment of the places they come from. By looking at how artists and writers have theorized and experienced landscapes in the past, we will explore how those histories inform how and what we sense today. We will ask: how is the environment experienced (and narrated) through our bodies? How do human interactions with nature produce a "sense" of ownership and domination? Is something more symbiotic possible? To answer these questions, we will look at works of art in the collections of WCMA and The Clark, read work by historical and contemporary writers,

and engage in experiential learning that activates all senses, including hiking, tasting, and making. Evaluation will be based on participation, including weekly journal reflections, and the completion of a 10-page written assignment that will combine creative reflection and research. Attendance and active participation in class discussions will also be required. We will typically meet three times a week for three-hour sessions, with some additional required field trips. Adjunct Instructor Bio: Elliot Krasnopoler is a Doctoral Candidate in the History of Art at Bryn Mawr College, where he is completing a dissertation about the intersections of contemporary art, landscape, and time. He holds an M.A. in Art History from Williams College, and a B.F.A. in Photography from the Rochester Institute of Technology. He lives in North Adams, MA, and is an avid hiker, tea enthusiast, and mineral collector.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: more senior students will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$50

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 16 ARTH 16

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Elliot M. Krasnopoler

ENVI 17 (W) Unsettling Environments: Conservation, Care, and Indigeneity in the Anthropocene

Cross-listings: ANTH 16 ENVI 17

Secondary Cross-listing

How might we think of killing animals as a form of care? How do narratives of ecological decline associated with the Anthropocene and climate change potentially exclude Indigenous perspectives? In this course, we will think critically about themes related to resource use and extraction, human-animal relations, and settler colonialism. We will unsettle dominant conceptions of conservation, call into question management models that marginalize Indigenous peoples and ways of being in the world, and explore how ways of relating to the more-than-human shape Indigenous and non-Indigenous responses to climate change and environmental degradation. Drawing upon theoretical works and ethnographic investigations within anthropology and American Indian and Indigenous Studies, as well as poetry and fiction, including the works of Indigenous and settler scholars and writers, we will examine how theorizations of and relations with animals, plants, and landscapes shape conservationist logics, resource management models, and understandings of what it means to "care" for land and the multiple beings that animate it. This course involves six hours of in-class work and an average of 20 hours of outside-of-class work weekly. The course will rely heavily on student preparation for class and student participation in small- and large-group discussions in class. This is an introductory course, and assessments will be weighted more towards students' understandings of broader themes and questions rather than proficiency in any one school of theory or ethnographic locale. Students will earn their grades as follows: with one-sentence summaries and prepared questions for twelve of the assigned readings (once for each class meeting); as co-discussants for one class meeting; with one short take-home essay exam (750-1000 words); and with a final paper (roughly 3000 words) drawing upon ideas and comparative examples encountered in the course to analyze a current episode or event. Adjunct Bio: William Voinot-Baron is a PhD candidate in cultural anthropology at the University of Wisconsin-Madison. His dissertation is an ethnographic examination of the ways in which salmon are central to both understandings and practices of care in an Alaska Native (Yupiaq) village in southwest Alaska, and the consequences of State of Alaska and federal fishing regulations for tribal sovereignty and well-being. He holds an M.A. in Anthropology from Columbia University and an A.B. in Anthropology and Environmental Studies from Bowdoin College

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniority; students may be asked to send the instructor and email explaining why they are interested in the course

Grading: pass/fail only

Materials/Lab Fee: approximately \$80 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 16 ENVI 17

Winter 2020

LEC Section: 01 Cancelled

ENVI 25 (W) Tropical Marine Conservation

Cross-listings: BIOL 25 ENVI 25

Secondary Cross-listing

Tropical marine ecosystems such as coral reefs and mangrove forests are biodiversity 'hotspots'; they are home to an astounding variety of marine organisms, provide critical support for the livelihoods and food sources of millions of people, but are also highly vulnerable to human impacts such as climate change and overfishing. This winter study travel course will offer a unique combination of classroom, laboratory, and hands-on experiences in the scientific study, management, and restoration of tropical marine ecosystems using the Bahamian island of Eleuthera as a case study. Eleuthera is rich in marine diversity but still in the process of implementing management policies and practices for its many fisheries. As such, it presents a unique opportunity for students to experience conservation-in-action. Students will gain an understanding of the structure, function, and major threats facing tropical marine ecosystems. They will develop practical skills in conducting field surveys of tropical marine species and in implementing management and restoration strategies on the Island. They will also engage with the local community to understand the social and economic impacts of marine conservation policy and to explore alternative sustainable development strategies for subsistence fisheries that rely on these marine ecosystems. Students are expected to participate in 2 days travel and 13 days of research on the Island. The daily schedule will include field research and independent study. Students are expected to devote time each day to researching and writing a final paper that integrates their field studies, interviews, and policy research. Students will also use this time to prepare and deliver an oral slide presentation on their research the last two days of the trip. After return to Williamstown, students will be given 5 days to finish writing their final papers.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: BIOL 203 or ENVI 101 or MAST 311 or BIOL 413/ENVI 423 or permission of instructor

Enrollment Limit: 8

Enrollment Preferences: preference will be given to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 25 ENVI 25

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Sonya K. Auer, Sarah Gardner

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Pia M. Kohler

HON Section: 02 TBA Laura J. Martin

ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Henry W. Art

CENTER FOR ENVIRONMENTAL STUDIES

MARITIME STUDIES

Chair: Professor Henry Art

Associate Director: Lecturer Sarah Gardner

Professor: H. Art. Associate Professor: N. Howe. Assistant Professors: P. Kohler, L. Martin. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Visiting Assistant Professors: S. Auer, A. Merleaux. Lecturers: S. Gardner, J. Racela. Gaius Charles Bolin Fellow: Brittany Meché. Research Associates: R. Bolton, L. Venolia.

On leave fall/spring: N. Howe

Environmental Studies Advisory Committee: Professors: H. Art. Associate Professors: M. Cook, S. Jacobson, J. Manigault-Bryant. Assistant Professors: R. Bassar, P. Kohler, L. Martin. Lecturer: S. Gardner.

Maritime Studies Advisory Committee: Professors: H. Art, R. Cox, C. Ting. Associate Professor: L. Gilbert. Assistant Professor: J. Constantine. Associate Dean: J. Gerry.

Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

Julie C. Blackwood, Assistant Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Cory E. Campbell, instructional Technology Specialist

Phoebe A. Cohen, Associate Professor of Geosciences

Anthony J. Carrasquillo, Assistant Professor of Chemistry

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Jose E.A. Constantine, Assistant Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences*

Joan Edwards, Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives

Jessica M. Fisher, Assistant Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Jennifer L. French, Professor of Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Assistant Professor of Economics

Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences

Casey Gregory, Assistant Professor of Economics

Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program

Jacqueline Hidalgo, Associate Professor of Latina/O Studies and Religion

Nicolas Howe, Associate Professor of Environmental Studies

Sarah Jacobson, Associate Professor of Economics

Amy Johns, Director of The Zilkha Center for Environmental initiatives

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Pia Kohler, Assistant Professor of Environmental Studies

Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Joel Lee, Assistant Professor of Anthropology

Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club

Dr. Alicia Maggard, Post-Doc, Williams-Mystic Maritime Studies Program

James Manigault-Bryant, Associate Professor of Africana Studies

Luana Maroja, Associate Professor of Biology

Laura Martin, Assistant Professor of Environmental Studies

Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research Hopkins Forest

James Nolan, Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, , Lecturer, CES and Morley Sciences Laboratories

David P. Richardson, Professor of Chemistry

Merida Rúa, Associate Professor of Latina/O Studies and American Studies

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology

David L. Smith, Professor of English

John W. Thoman, Jr., Professor of Chemistry

Chad M. Topaz, Professor of Mathematics

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise.

The concentration in Maritime Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;

- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

ADVISING

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Students who take MAST 211/GEOS 210 Oceanographic Processes at Williams-Mystic can substitute an extra elective in lieu of GEOS 104.

Capstone Course

ENVI/MAST 412 Senior Seminar: Perspectives on Environmental Studies

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea

MAST 311/BIO 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes

MAST/ENVI 351/ PSCI 319 Marine Policy

MAST/HIST 352 America and the Sea, 1600-Present

Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

[AFR 248 / HIST 248The Caribbean: From Slavery to Independence](#)

Taught by: [Shanti Singham](#)

[Catalog details](#)

[BIOL 414Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ECON 213 / ENVI 213\(S\)Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 215 / GBST 315Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 477 / ENVI 376Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\)Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[ENVI 328 / PSCI 328Global Environmental Politics](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[GEOS 212 / BIOL 211\(S\)Paleobiology](#)

Taught by: [Phoebe Cohen](#)

[Catalog details](#)

[GEOS 215 / ENVI 215Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 302\(S\)Sedimentology](#)

Taught by: [Rónadh Cox](#)

[Catalog details](#)

[HIST 321 / ASST 321History of U.S.-Japan Relations](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 391 / ASST 391 / GBST 391When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[PSCI 223International Law](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 229Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[PSCI 347Law of the Sea](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Maritime Studies concentration requirements, the following courses are offered:

MAST 397, 398 Independent Study: Maritime Studies

MAST 493-W31-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the

thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

MAST 211 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

MAST 231 (F)(S) Literature of the Sea

Cross-listings: MAST 231 ENGL 231

Primary Cross-listing

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 231 (D1) ENGL 231 (D1)

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

LEC Section: 01 TBA Christian Thorne

Spring 2020

LEC Section: 01 TBA Kelly P. Bushnell

MAST 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

MAST 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

MAST 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Primary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MAST 397 (F) Independent Study: Maritime Studies

Maritime Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2019

IND Section: 01 TBA Henry W. Art

MAST 398 (S) Independent Study: Maritime Studies

Maritime Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2020

IND Section: 01

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Secondary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. In addition to 3 short writing assignments, there will be a scaffolded capstone project through which emphasis will be placed on honing writing skills, including for different audiences, and there will be opportunities to revise and resubmit work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Pia M. Kohler

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pia M. Kohler

MAST 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal

development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

MAST 493 (F) Senior Thesis: Maritime Studies

Maritime Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2019

HON Section: 01 TBA Henry W. Art

MAST 494 (S) Senior Thesis: Maritime Studies

Maritime Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Spring 2020

HON Section: 01

Winter Study -----

MAST 31 (W) Sen Thesis: Maritime Studies

Maritime Studies senior thesis.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01

MAST 99 (W) Independent Study: Maritime Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01

EXPERIENTIAL EDUCATION

Coordinator: Paula Consolini

Experiential education, involving “learning by doing” outside the classroom, is a robust part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects, or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor’s judgment. [More information can be found on the Center for Learning in Action website.](#)

EXPE Experiential Education Courses

AFR 212 (S) Jazz Theory and Improvisation I

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments, (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student’s individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

LAB Section: B4 Cancelled

LAB Section: B3 Cancelled

LAB Section: B2 Cancelled

SEM Section: B1 Cancelled

AFR 214 (S) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Secondary Cross-listing

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

AMST 101 (F)(S) America: The Nation and Its Discontents (DPE) (WS)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Dorothy J. Wang

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Cassandra J. Cleghorn

AMST 11 (W) North Adams: Past, Present and Future

Cross-listings: AMST 11 HIST 10

Secondary Cross-listing

This class focuses on North Adams--the challenges, resources and assets of Massachusetts's smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city's future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports

faculty and students interested in public humanities projects. She has worked at Williams since 2014.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: \$25

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Cancelled Annie Valk

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual +

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

AMST 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

AMST 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

AMST 238 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

AMST 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer,

and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

AMST 252 (S) Puerto Rico and its Diaspora

Cross-listings: AMST 252 LATS 252

Secondary Cross-listing

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252 (D2) LATS 252 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives EXPE Experiential Education Courses LATS Core

Electives

Not offered current academic year

AMST 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

AMST 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: ENVI 302 AMST 302

Secondary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 302 (D2) AMST 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2019

LAB Section: 05 T 1:00 pm - 4:00 pm Henry W. Art

SEM Section: 04 TR 11:20 am - 12:35 pm Henry W. Art

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

LAB Section: 02 Cancelled

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

ANSO 205 (S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation?

What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: EVST Methods Courses EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ben Snyder

ANSO 402 (S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation; weekly short responses

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Christina E. Simko

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that

health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

ARTH 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ARTH 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

Primary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ju-Yu Scarlett Jang

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students, then students in art history or studio art

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020

ARTS 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Secondary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Daniel Goudrouffe

ARTS 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Secondary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: \$75

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 16 CHEM 16

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 9:00 am - 11:50 am John W. Thoman

ARTS 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

Secondary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ju-Yu Scarlett Jang

ARTS 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: ARTS 385 THEA 385

Primary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$125

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ASST 274 (S) Chinese Calligraphy: Theory and Practice

Cross-listings: ARTH 274 ARTS 274 ASST 274

Secondary Cross-listing

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as an Art History, a Studio Art, or Asian Studies course.

Class Format: studio instruction

Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course can count toward the Art History or Studio major

Materials/Lab Fee: TBD lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 274 (D1) ARTS 274 (D1) ASST 274 (D1)

Attributes: EXPE Experiential Education Courses GBST East Asian Studies Electives

Spring 2020

LEC Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Ju-Yu Scarlett Jang

BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week, students will learn to set up fish matings and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd-grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Adjunct Instructor Bio: Jennifer Swoap, Associate Director at The Center for Learning in Action, is a former third-grade teacher. She currently coordinates Williams Elementary Outreach, where Williams students teach and mentor K-6 students at area elementary schools. Adjunct Instructor Bio: Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

Requirements/Evaluation: final project or presentation; review of pre- and post-survey assessments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 2:50 pm Jennifer C. Swoap, Renee Schiek

BIOL 13 (W) Introduction to Animal Tracking

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slide show. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. Students will be expected to visit their study spots everyday for a minimum of 1 hour of tracking journaling and data collection. The course will meet twice a week for 4-5 hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4:00. Students are expected to have appropriate outdoor gear for winter. Adjunct Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent programs.

Requirements/Evaluation: attendance, participation, a final presentation of their study sites, maps and journals, a field test and a 3-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference given to seniors

Grading: pass/fail only

Materials/Lab Fee: approximately \$75 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TR 10:00 am - 2:50 pm Dan Yacobellis

BIOL 211 (S) Paleobiology

Cross-listings: BIOL 211 GEOS 212

Secondary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: field trip to the the Paleozoic of New York State

Requirements/Evaluation: lab assignments, short quizzes and writing assignments, and a final exam

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 15

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 211 (D3) GEOS 212 (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LAB Section: 02 W 1:00 pm - 4:00 pm Phoebe A. Cohen

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

BIOL 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Primary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2020

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

BIOL 231 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Secondary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, and finding your happiness. Evaluation will be based on completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process. We will meet twice a week for three-hour sessions as a group. The course will include two individual sessions--an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques. Books required for this class may include: *Integrative Nutrition: Feed Your Hunger For Health and Happiness* by Joshua Rosenthal, *Food Rules: An Eaters Manual* by Michael Pollan, *Mind Over Medicine: Scientific Proof That You Can Heal Yourself* by Lissa Rankin, and *The Mindful Twenty-Something* by Holly Rogers. Adjunct Instructor Bio: Nicole Anagnos is health coach and director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, KIZ Organic Beauty. She also holds a master's degree in education.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: email statement of interest to nicole@zentreewellness.com

Grading: pass/fail only

Materials/Lab Fee: approximately \$75 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Nicole Anagnos

CHEM 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Primary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Requirements/Evaluation: class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: \$75

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 16 CHEM 16

Attributes: EXPE Experiential Education Courses

Winter 2020

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. *All readings in English with some examples in Chinese.*

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses Linguistics

Not offered current academic year

COMP 238 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

COMP 338 (F) The Culture of Carnival

Cross-listings: THEA 335 COMP 338

Secondary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 335 (D1) COMP 338 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

CSCI 12 (W) Geometry in Stained Glass

Geometry allows us to observe mathematical objects from different viewpoints. It may be approached both visually and algebraically. Building geometric structures in the real world allows us to view them from different angles and sometimes, gain new insights. In this class students will work together to design and build a pentagonal tiling in stained glass. There are only fifteen types of convex pentagons that can tile a two-dimensional surface, and the secret behind their assembly lies in the relationship between edges and angles. We will use Euclidian geometry, drafting by hand using only straightedge and compass, to figure out angles and dimensions. Students will then learn how to cut precise shapes in colored glass, wrap them in copper and solder together into a stained glass window. Students will also work individually or in small groups on projects of their own choosing. These may be two- or three-dimensional geometric figures, including those on non-Euclidian surfaces. In past years a student of organic chemistry modeled cyclohexane and a physics major, the spectral emissions of a star. In 2018 the class built a mirrored glass quasicrystal. Students interested in mathematical tiling patterns, networks, cellular or molecular assembly, crystallography, or simply curious about geometry would be welcome in this class. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up the exhibition and tidying the lab at the end of Winter Study. *Please note: we will not be painting images on glass.* Adjunct Instructor Bio: Debora Coombs has an MFA from the Royal College of Art in London, England. Her stained glass work is commissioned and exhibited internationally. Debora's interest in tiling patterns and mathematical projection led to a collaboration with Williams Professor of Computer Science Duane Bailey. Their sculptures are currently on exhibit in the SCHOW science library.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none, however, self-motivated students with good hand skills, patience and an interest in mathematics will find the course most rewarding

Enrollment Limit: 10

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Materials/Lab Fee: \$285

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Debora Coombs

CSCI 28 (W) Solution Design and Product Management

Cross-listings: CSCI 28 ECON 28

Secondary Cross-listing

Google Glass, Blackberry Storm, and the initial Obamacare Website represent just a few of the many failures that litter the IT project graveyard: 40 to 60 percent of large technology projects fail. All too often, the cause has little to do with the quality of technical engineering. More often, companies choose the wrong problem to solve or the wrong way to solve it. Google failed to account for the Google Glass price tag and privacy concerns. Blackberry failed to fully appreciate the touchscreen revolution. The Obamacare website failed to address management issues. The underlying conflict is that engineers and IT teams like to be told what to build, but customers often do not know what they want or how to express it. Identifying the right problem, designing the right solution, communicating the correct specifications to engineers, and delivering the right product to primary stakeholders are all difficult challenges crucial for successful product development. This course will explore various frameworks that product managers use to address these challenges. In doing so, we will model interactions between market forces, corporate directives, engineering challenges, and user experiences to interrogate the resilience of our ideas. We will also analyze and critique methodologies presented in readings by technology management prophets Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Throughout the course, students will work in small teams to develop their own product management toolkit and deploy it towards solving a technology problem of each team's own choosing. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$30 for books

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

ECON 13 (W) Tools for Moving from Good Ideas to Successful Businesses and Organizations

This course is based on a proven methodology for turning business ideas into successful businesses and organizations. Student working in teams generate business ideas and then work to develop a business model to take the ideas to start and beyond. The course provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business and engineering schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research results. The class is appropriate to all students regardless of major who want to learn how to build a startup that succeeds. The class meets for two and a half hours three days a week for short lectures, discussions, group work, and presentations, There will also be outside guests who have created successful businesses. Outside of class, students will be required to watch online lectures and videos, read handouts, and do short papers. The primary work is to work in teams to research their business idea using the Lean Launchpad approach. Teams will develop a research plan, interview potential customers, analyze the results, and revise their business models. The teams will meet with the instructor regularly. Each team will develop weekly progress presentations as well as a final presentation. They will also develop a team video showing lessons the team learned during the course. Students will also be required to provide a three-page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has worked with startup businesses for over 35 years. He has trained over 2,000 people who have started over 1,200 businesses and provided continuous support to a number of these businesses over the course of years. He has taught Winter Study nine times and is available to work with students throughout the year after the course ends.

Requirements/Evaluation: final project or presentation; contributions in class and as part of their teams based on presentations, papers and class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors first if the course is over-enrolled

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTWR 10:00 am - 12:50 pm Steven P. Fogel

ECON 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Primary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn"

online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$10

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 1:00 pm - 2:50 pm Sara LaLumia

ECON 23 (W) Investing

ECON 23 is designed to provide students with a window into the world of endowment and investment management and is taught by members of the Williams College Investment Office. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, fixed income, and impact investing. Students will gain practical skills in excel and will have the opportunity to learn from experienced investment professionals through guest lectures. Through presentations, discussions, readings, and project work, students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored, from the perspective of an endowment. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, and juniors. *To apply, please send an email with your resume and a short personal statement discussing why you are interested in this course and what you hope to gain from it to: InvestmentOffice@williams.edu by 11:59 PM ET on Sunday, October 20, 2019.* Adjunct Instructor Bio: Abigail Wattlely serves as a Managing Director in the Williams College Investment Office where she oversees investments in hedge funds and credit. Ms. Wattlely holds a B.A. from Williams College and an MBA from Harvard Business School.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: mail your resume and a short personal statement discussing your interest in this course and what you hope to gain from it to: InvestmentOffice@williams.edu by 11:59 PM ET on Sunday, October 20, 2019; if overenrolled: phone interviews

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Abigail G. Wattlely

ECON 28 (W) Solution Design and Product Management

Cross-listings: CSCI 28 ECON 28

Primary Cross-listing

Google Glass, Blackberry Storm, and the initial Obamacare Website represent just a few of the many failures that litter the IT project graveyard: 40 to 60 percent of large technology projects fail. All too often, the cause has little to do with the quality of technical engineering. More often, companies

choose the wrong problem to solve or the wrong way to solve it. Google failed to account for the Google Glass price tag and privacy concerns. Blackberry failed to fully appreciate the touchscreen revolution. The Obamacare website failed to address management issues. The underlying conflict is that engineers and IT teams like to be told what to build, but customers often do not know what they want or how to express it. Identifying the right problem, designing the right solution, communicating the correct specifications to engineers, and delivering the right product to primary stakeholders are all difficult challenges crucial for successful product development. This course will explore various frameworks that product managers use to address these challenges. In doing so, we will model interactions between market forces, corporate directives, engineering challenges, and user experiences to interrogate the resilience of our ideas. We will also analyze and critique methodologies presented in readings by technology management prophets Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Throughout the course, students will work in small teams to develop their own product management toolkit and deploy it towards solving a technology problem of each team's own choosing. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$30 for books

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

ENGL 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ENGL 239 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Primary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is

today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

ENGL 25 (W) Journalism Today

This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. He graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: priority will be given to seniors and juniors, with a preference for students with a demonstrated interest in journalism (as expressed in a statement of interest, if needed)

Grading: pass/fail only

Materials/Lab Fee: \$1,086

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TWRP 12:30 pm - 1:20 pm Christopher Marcisz

ENVI 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Alice C. Bradley

LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley

LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley

ENVI 102 (S) Introduction to Environmental Science

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

Class Format: two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week

Requirements/Evaluation: weekly short quizzes, three exams, weekly homework, two lab reports, participation

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first- and second-year students, Environmental Studies majors and concentrators

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D3)

Attributes: ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2020

LAB Section: 04 T 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 4:00 pm Sonya K. Auer

LAB Section: 02 W 1:00 pm - 4:00 pm Sonya K. Auer

LEC Section: 01 TR 8:30 am - 9:45 am Mea S. Cook, Sonya K. Auer

ENVI 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

ENVI 105 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Fall 2019

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen

ENVI 205 (F) Geomorphology

Cross-listings: GEOS 305 ENVI 205 GEOS 201

Secondary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over

relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: discussion, three hours per week and laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: two hour exams, a project, lab work and class participation

Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 305 (D3) ENVI 205 (D3) GEOS 201 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

ENVI 214 (F) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Fall 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Alex A. Apotsos

LEC Section: 01 MW 11:00 am - 12:15 pm Alex A. Apotsos

LAB Section: 02 M 1:00 pm - 4:00 pm Alex A. Apotsos

ENVI 215 (F) Climate Changes

Cross-listings: ENVI 215 GEOS 215

Secondary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture three hours per week and one three-hour lab per week

Requirements/Evaluation: lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 215 (D3) GEOS 215 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

ENVI 220 (S) Field Botany and Plant Natural History

Cross-listings: ENVI 220 BIOL 220

Secondary Cross-listing

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, characteristics of plant families, the cultural and economic uses of plants and how plants have shaped our world. The labs cover field identification, natural history and the ecology of local species.

Class Format: both field and indoor laboratories

Requirements/Evaluation: based on two hour exams, field quizzes, a final project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Biology majors, and Environmental Studies majors & concentrators

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Materials/Lab Fee: there is a charge for the lab manual; the sketchbook and hand lens can be self-provided or purchased from the department

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 220 (D3) BIOL 220 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses PHLH Nutrition, Food Security+Environmental Health

Spring 2020

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LEC Section: 01 MWF 9:00 am - 9:50 am Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

ENVI 221 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Secondary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Cross-listings: GEOS 221 ENVI 222

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Requirements/Evaluation: weekly papers and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

ENVI 229 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

ENVI 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Primary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

ENVI 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Secondary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

Requirements/Evaluation: labs, quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 R 1:00 pm - 4:00 pm Alice C. Bradley

ENVI 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Primary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

ENVI 302 (F) Environmental Planning Workshop: Community-Based Experience

Cross-listings: ENVI 302 AMST 302

Primary Cross-listing

This interdisciplinary, experiential workshop introduces students to the field of planning through community-based projects. Environmental Planning encompasses many disciplines pertaining to the natural and built landscape such as city planning, ecological design, climate resiliency, natural resource planning, landscape architecture, agricultural and food systems, walkable neighborhood design, energy planning, and community development, to name a few. In this workshop, students regularly get out of the classroom and gain direct experience working in the greater Berkshire region. The class is organized into two parts. Part 1 involves reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework, site visits, and concludes with a design project. Part 2 focuses on hands-on field work tackling an actual planning project under the guidance of a community partner. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including interviews, survey research, site visits, primary research, mapping, and site design and other activities as demanded by the particular project. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related skill sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, report-writing, design, and teamwork. The class culminates in an on-site public presentation of each team's planning study.

Class Format: discussion/group workshop/project lab

Requirements/Evaluation: short writing assignments, class discussion, team projects, class presentations, final group public presentation and report

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Limit: 16

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Unit Notes: required course for Environmental Studies major and concentration

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 302 (D2) AMST 302 (D2)

Attributes: AMST Space and Place Electives ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Fall 2019

SEM Section: 04 TR 11:20 am - 12:35 pm Henry W. Art

LAB Section: 02 Cancelled

LAB Section: 03 R 1:00 pm - 4:00 pm Sarah Gardner

LAB Section: 05 T 1:00 pm - 4:00 pm Henry W. Art

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah Gardner

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

ENVI 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will

examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

ENVI 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

GEOS 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Primary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions.

Labs will include local field trips, bench top experiments, and running a climate model on a computer.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Alice C. Bradley

LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley

LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley

GEOS 101 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Fall 2019

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

GEOS 102 (S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Class Format: lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

Requirements/Evaluation: two hour-tests, weekly lab work, and a scheduled final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Spring 2020

LAB Section: 03 R 1:00 pm - 3:00 pm Bud Wobus

LEC Section: 01 MWF 10:00 am - 10:50 am Bud Wobus

LAB Section: 02 W 1:00 pm - 3:00 pm Bud Wobus

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Primary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Primary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

GEOS 201 (F) Geomorphology

Cross-listings: GEOS 305 ENVI 205 GEOS 201

Primary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: discussion, three hours per week and laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: two hour exams, a project, lab work and class participation

Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 305 (D3) ENVI 205 (D3) GEOS 201 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

GEOS 202 (S) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Class Format: lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

Requirements/Evaluation: one hour test, lab work, and a final exam

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Bud Wobus

LAB Section: 02 T 1:00 pm - 4:00 pm Bud Wobus

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Secondary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate

+ Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

GEOS 212 (S) Paleobiology

Cross-listings: BIOL 211 GEOS 212

Primary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: field trip to the the Paleozoic of New York State

Requirements/Evaluation: lab assignments, short quizzes and writing assignments, and a final exam

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 15

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 211 (D3) GEOS 212 (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LAB Section: 02 W 1:00 pm - 4:00 pm Phoebe A. Cohen

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

GEOS 214 (F) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Primary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of

professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Fall 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Alex A. Apotsos

LAB Section: 02 M 1:00 pm - 4:00 pm Alex A. Apotsos

LEC Section: 01 MW 11:00 am - 12:15 pm Alex A. Apotsos

GEOS 215 (F) Climate Changes

Cross-listings: ENVI 215 GEOS 215

Primary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture three hours per week and one three-hour lab per week

Requirements/Evaluation: lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 215 (D3) GEOS 215 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Cross-listings: GEOS 221 ENVI 222

Primary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Requirements/Evaluation: weekly papers and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

GEOS 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

Requirements/Evaluation: labs, quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LAB Section: 02 R 1:00 pm - 4:00 pm Alice C. Bradley

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

GEOS 302 (S) Sedimentology (WS)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

Class Format: discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab work, writing assignments, participation in discussions, and a final exam

Prerequisites: at least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

GEOS 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Primary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips, supplemented by reading assignments, will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. We will also use journal articles to explore ways in which plate tectonics help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: weekly one-hour meetings, in addition, there will be five field trips early in the semester on Thursday from 11:20 to 3:50 pm

Requirements/Evaluation: six papers, three based on field trips and three based on journal articles, and critiques of partner's papers

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: Six 5- to 10-page papers throughout the semester based on data collected during field trips (3) and journal articles (3). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Fall 2019

LAB Section: T2 R 1:00 pm - 4:00 pm Paul M. Karabinos

TUT Section: T1 TR 11:20 am - 12:35 pm Paul M. Karabinos

GEOS 411 (F) Geobiology

Geobiology--the study of interactions between earth and life over geologic timescales--is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Requirements/Evaluation: labs, short papers, final grant proposal and presentation

Prerequisites: GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Geoscience majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

HIST 10 (W) North Adams: Past, Present and Future

Cross-listings: AMST 11 HIST 10

Primary Cross-listing

This class focuses on North Adams--the challenges, resources and assets of Massachusetts's smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city's future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports faculty and students interested in public humanities projects. She has worked at Williams since 2014.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: \$25

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Cancelled Annie Valk

HIST 19 (W) Special Collections: Curating Rare Books and Manuscripts for Our Times

What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable -- and not just in terms of their cost. We'll consider how historical events are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and make a day trip to visit a bookseller and curators at a peer institution. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections. Adjunct Instructor Bio: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography. Ajunct Instructor Bio: Lisa Conathan is Head of Special Collections at Williams College, overseeing the Chapin Library of Rare Books and the College Archives. She holds a BA in Linguistics from Dartmouth College, a PhD in Linguistics from the University of California, Berkeley, and a Master of Library Science from the University of Maryland.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random, if course is oversubscribed

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTR 10:00 am - 11:50 pm Anne Peale, Lisa Conathan

HIST 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

LATS 220 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Primary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

LATS 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 252 (S) Puerto Rico and its Diaspora

Cross-listings: AMST 252 LATS 252

Primary Cross-listing

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in

Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252 (D2) LATS 252 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives EXPE Experiential Education Courses LATS Core Electives

Not offered current academic year

LEAD 18 (W) Wilderness Leadership in Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification. The course runs 9 consecutive days straight from 9AM - 5PM. The instructor will be provided by SOLO (Stonehearth Open Learning Opportunities).

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the course sponsor, WOC Director, explaining why they want to take the course and hope to gain from the experience

Grading: pass/fail only

Materials/Lab Fee: \$450

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 9:00 am - 5:00 pm Scott A. Lewis

LEAD 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Primary Cross-listing

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon: 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques Specifically, the course teaches how to recognize and provide emergency medical care

for: - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. *Attendance at all classes is mandatory.* The course is limited to 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Materials/Lab Fee: \$180 and approximately \$110 for books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Thomas P. Feist

MAST 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

MAST 211 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

MAST 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

MAST 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

MAST 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Primary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MATH 12 (W) The Mathematics of Lego Bricks

This course is a modification of six previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will also submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell. Almost surely there will be a speed build challenge (college teams vs elementary school teams).

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$45

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Steven J. Miller

MUS 104 (S) Jazz Theory and Improvisation I

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments-competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Spring 2020

LAB Section: B2 Cancelled

SEM Section: B1 Cancelled

LAB Section: B3 Cancelled

LAB Section: B4 Cancelled

MUS 16 (W) Zimbabwean Music Collaboration

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: quick audition

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MW 10:00 am - 12:50 pm Tendai Muparutsa

MUS 174 (F) The Singing Voice: Structure, Styles and Meaning

What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple

angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, and belting, among other styles, and will explore the cultural and historical contexts of each.

Class Format: studio/discussion

Requirements/Evaluation: one quiz, two papers, and a final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 204 (S) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Primary Cross-listing

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205 (F)(S) Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Requirements/Evaluation: quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 202 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

MUS 206 (F)(S) Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Requirements/Evaluation: quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

MUS 309 (S) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed

Requirements/Evaluation: project based 4-5 compositions/arrangements

Prerequisites: MUS 104B and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: MUS 104B or recommendation of instructor

Expected Class Size: 3-5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in evaluating primary neuroscience research articles using the medical model to evaluate validity. They will develop their own evaluation systems for identifying valid research related to learning and the brain. Small groups of 2-3 students will be assigned different articles on the same topic and engage in class discussions based on their reading. These will include their interpretations of the research and potential applications to learning strategies and interventions. A final project will be a paper and class presentation about topics they select based on their interests and goals for taking the course. Adjunct Instructor Bio: Judy Willis, M.D. combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles for professional journals applying neuroscience research to successful teaching strategies. She is an expert consulting staff for NBC News Education Nation, Edutopia, and media liaison for American Academy of Neurology.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: upper grade priority

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 10:00 am - 12:50 pm Judy Willis

PHIL 25 (W) Eye Care and Culture in Nicaragua

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where student--in conjunction with optometrists who volunteer their time for the trip--will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip. We will spend nine days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students--in conjunction with the optometrists (usually three) who volunteer their time for the trip--will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings.

Requirements/Evaluation: class participation and journals as described above, along with on-site observation of the students' participation in the eye clinics

Prerequisites: none, though it is helpful to include three to six students who are fluent in Spanish

Enrollment Limit: 12

Enrollment Preferences: students will submit applications indicating why they want to take the course

Grading: pass/fail only

Materials/Lab Fee: \$3,350

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 Cancelled

PHLH 25 (W) Public Health, Community Action, and Education in Rural India

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable--and most vital--members: women and children. To understand how public

health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (<http://fpهد.org/>). A UP-based organization with its own campus, FPHEd's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHEd will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. She conducted community-based participatory research on government reproductive health programs in rural India through a Fulbright-Nehru Fellowship. She has spent a cumulative 17 months to-date studying and researching reproductive health in rural India. She is currently a Health Care Assistant at Planned Parenthood in Boston.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Public Health students, then by seniority

Grading: pass/fail only

Materials/Lab Fee: \$3,260

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Elizabeth F. Curtis

PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

Prerequisites: completion of at least four courses counting towards the PHLH concentration

Enrollment Limit: 14

Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses PHLH Core Courses

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Susan Godlonton

LAB Section: 02 T 1:00 pm - 4:00 pm Marion Min-Barron

PHYS 15 (W) Cooking for the Real World

Students will learn the basic cooking techniques needed to survive for their lives after graduation. They will learn how to make cookies, pasta, pies, protein cookery, and knife skills to better prepare themselves after their time at Williams's. Please when applying for the class include year of graduation and why food matters so much to you. Normally students will email me why and how food means to them. Emails will help determine who gets into the class of 10. Adjunct Instructor Bio: CJ Hazell is currently working in Williams' dining services, preparing meals for over 2000 students. Prior to coming to the college, he ran a small cafe and before that was the kitchen manager and saucier at a French Fine Dining establishment.

Requirements/Evaluation: students will write a reflection comparing their initial email application and what they have learned throughout class

Prerequisites: Junior or Senior

Enrollment Limit: 10

Enrollment Preferences: email application explaining how much food means to them

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWR 4:00 pm - 7:00 pm CJ Hazell

PHYS 16 (W) The Way Things Work

How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What's inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we'll explore the way things work! Class will meet four afternoons a week for a mixture of lecture, discussion, build time, local field trips, and lots of hands--on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinker-time. Early in the course we'll team-engineer and build a large project as a class. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice. These will culminate in either building a final project with a short writeup or writing a 6-page paper, and a presentation to the class.

Requirements/Evaluation: class participation; midterm group project; final project with short writeup or a 6-page paper; presentation of final project/paper to the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: by seniority, and by requesting an interest statement

Grading: pass/fail only

Materials/Lab Fee: \$40 and approximately \$35 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Katharine E. Jensen

POEC 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Secondary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$10

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 1:00 pm - 2:50 pm Sara LaLumia

POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Class Format: student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

Grading: no pass/fail option, no fifth course option

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses POEC Required Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm William M. Gentry, Sidney A. Rothstein

PSCI 118 (F) Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

Requirements/Evaluation: active class participation, three 5-page essays, several short additional writing assignments, and class presentation

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSCI American Politics Courses

Not offered current academic year

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Paula M. Consolini, Cathy M. Johnson

PSCI 22 (W) Learning Intervention for Teens

This course pairs Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers (ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and allow them to take ownership of an independent project of the teen's choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the employees of the juvenile court system, elected officials, chiefs of police, district attorneys, the teens' peers and families, and Williams faculty and community members. Williams students learn to mentor teenagers and gain insight into the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Police Chief Mike Wynn and Professor Cheryl Shanks but entirely run by trained Williams students who have served as mentors in the past. Because Learning Intervention for Teens is an after-school program for the teens, this course meets Tuesday through Thursday from 306pm. In order to enroll in the course, when preregistering, all students must write a paragraph explaining why they believe they'd be a successful mentor in this program. Students should email their paragraphs to student coordinators Rebecca Tauber at ret5@williams.edu and Jamie Nichols jrn2@williams.edu and cc: cshanks@williams.edu.

Class Format: afternoons

Requirements/Evaluation: journal and final reflection totaling 10-15 pages, final project with teenager

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: by paragraph of interest

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Mike Wynn, Cheryl Shanks

PSCI 319 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

PSYC 14 (W) JA SelCom: A Case Study in Selection Processes

The majority of the time will be dedicated toward selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in the selection? These are just a few of the questions that we will seek to understand through guest speakers from the Davis Center, Psychology Department, Admissions, and the Career Center. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality. To enroll in this course, you must apply via this form (<https://forms.gle/BjWA1tTfQweAvqc8>) by 11:59 pm on October 25. Those who are not selected will be notified in time so that they can still register for another Winter Study course during the first round of registration.

Requirements/Evaluation: short writing assignments totaling 10 pages

Prerequisites: none

Enrollment Limit: 21-30

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 5:00 pm Christopher Sewell

PSYC 15 (W) Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by

Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. *Extensive time will be spent outside of class working on assigned projects.* Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, juniors, sophomores, first years

Grading: pass/fail only

Materials/Lab Fee: \$250

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Debra S. Rogers-Gillig

PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Requirements/Evaluation: 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

Prerequisites: approval by Ken Savitsky is required

Enrollment Limit: 20

Enrollment Preferences: random selection

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Kenneth K. Savitsky

PSYC 352 (F) Clinical and Community Psychology

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. **Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.**

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper

Prerequisites: PSYC 252

Enrollment Limit: 15

Enrollment Preferences: senior, then junior, Psychology majors; you **MUST** have permission of instructor to register for this course

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

REL 110 (F) Living Religion: The Study of Religion in Everyday Life

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 12-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

REL 228 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

RLFR 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Primary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph *Self-Portrait as a Drowned Man*, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Daniel Goudrouffe

RUSS 25 (W) Williams in Georgia

Cross-listings: SPEC 25 RUSS 25

Primary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$2,922

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Vladimir Ivantsov

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective

representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

SOC 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SPEC 19 (W) Healthcare Internships

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual

clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.

Requirements/Evaluation: 10-page paper

Prerequisites: not open to first-years

Enrollment Preferences: grade level and potential as applicant to professional programs

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 T 6:00 pm - 8:00 pm Rebecca Counter

SPEC 21 (W) Experience in the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical component of the decision to enter a profession. Through these field placements, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. In order to participate in this course, students must apply to the winter study internships listed in this syllabus. The expectation is that each student will observe and participate in some aspect of the profession for at least 30 hours per week, 6 hours per day for 5 days each week. It is also expected that the instructor will assign a specific project to be completed within the 3-4 week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization, and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Teaching Associates: Williams College Alumni/Parents will be recruited to become teaching associates for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course instructor in person or via telephone conference. Students will be required to read one of two books selected for this course. Bibliography: a bibliography of readings would be selected from such works as: *What Should I do with My Life?* by Po Bronson, 2003; *Working* by Studs Terkel, 2004.

Requirements/Evaluation: it is expected that students will complete assigned readings (read one of two books assigned to this course), write a daily journal, and write a 5- to 7-page expository review; evaluation will become public record as a resource for other students

Prerequisites: interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific WS internships listed in the SPEC 21 syllabus; application are submitted via Handshake

Enrollment Preferences: 1st priority--students applying for winter study internships listed in the SPEC 21 syllabus; 2nd priority--students developing independent Internships with Williams alumni/parents; first-years limited to applying for local internships

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Secondary Cross-listing

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon: 1. National Ski Patrol's Outdoor Emergency Care (5th Edition),

a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques Specifically, the course teaches how to recognize and provide emergency medical care for: - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. *Attendance at all classes is mandatory.* The course is limited to 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Materials/Lab Fee: \$180 and approximately \$110 for books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Thomas P. Feist

SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship

Requirements/Evaluation: Evaluation will be based on a journal and a 5-page paper

Prerequisites: prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$400

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Tracy Finnegan

SPEC 25 (W) Williams in Georgia

Cross-listings: SPEC 25 RUSS 25

Secondary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$2,922

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Vladimir Ivantsov

SPEC 26 (W) Essentials for Entrepreneurship: An Immersion In the San Francisco Start-Up Culture

Interested in Entrepreneurship and seeing first-hand what it takes to launch a venture? Visit over ten startups in the Bay area to find out! This course is designed to give students interested in Entrepreneurship in-depth insight into the Customer Discovery process, i.e. how startups figure out if their ideas are worth pursuing. We will meet with the founders of 10-15 start-ups in the Bay Area and track their professional and personal journeys. We will look at the impact of company culture, the Bay Area ecosystem and values, financing, and how a Liberal Arts background prepares students for the challenges of entrepreneurship. Student teams will have the opportunity to work on an actual project for one or more of the companies to be visited and present their findings to senior management. We will also visit the Google campus and Stanford School. While many of the companies will be technology driven, no technical background is needed and we will strive to have a diverse background in the class. The course will start in Williamstown with a review of idea development tools used in today's startup environment, particularly those pioneered by Stanford d.School called the Business Model Canvas. Workshops on Design Thinking and maximizing the Williams network will round out the pre-trip coursework. Reading will include "The Lean Startup" by Eric Ries, "Zero to One" by Peter Thiel and Edward deBono's "Thinking Course" as well as articles and podcasts. Then we will go see what is actually happening in the market! Meeting times: 1/6/20 - 1/14/20 Williamstown. 10am-1pm 1/15/20 travel to San Francisco 1/16/20-1/28/20 San Francisco 10am-5pm or as needed based upon project 1/29/20 Travel back to Williamstown Adjunct Instructor Bio: Tonio Palmer is the Entrepreneur in Residence at Williams. Tonio has had a long career in international business and founded a number of companies. He holds an MBA from Wharton and MA from Upenn as a graduate of the Lauder Institute.

Requirements/Evaluation: final project or presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: preference given to students with a demonstrated interest in entrepreneurship

Grading: pass/fail only

Materials/Lab Fee: \$3,100

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Tonio Palmer

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

STS 265 (F) Digital Performance Lab

Cross-listings: THEA 265 SCST 265 STS 265

Secondary Cross-listing

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediated performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 265 (D1) SCST 265 (D2) STS 265 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

STS 370 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

THEA 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to

cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

THEA 265 (F) Digital Performance Lab

Cross-listings: THEA 265 SCST 265 STS 265

Primary Cross-listing

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 265 (D1) SCST 265 (D2) STS 265 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Primary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's*

Weekly (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

THEA 335 (F) The Culture of Carnival

Cross-listings: THEA 335 COMP 338

Primary Cross-listing

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and first-year students

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 335 (D1) COMP 338 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

THEA 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: ARTS 385 THEA 385

Secondary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance.

From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$125

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the

movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

WGSS 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

FILM AND MEDIA STUDIES

Advisors: Professors: B. Mladenovic, S. Rosenheim.

Film and Media Studies is a vibrant interdisciplinary field. It studies traditional visual and audio-only forms, such as film, television and radio, as well as new media such as podcasts, video installations, interactive video projects, video games, augmented reality, animation, streaming video and other forms that will undoubtedly emerge in the future. Given the explosive growth in the variety of moving-image media, and their penetration into entertainment, art, science and public discourse, the study of film and related media must encompass a variety of theoretical approaches and must cultivate a number of specific skills in production and analysis. Production and analysis feed into each other, together providing the necessary tools for understanding why and how the moving image generates meaning in the world. The field of film and media studies thus unites numerous aspects of production, theoretical lenses of analysis and interpretation, and critical understanding of the complex relations between media and larger social and cultural forces.

Students interested in Film and Media Studies will naturally take different paths through the numerous relevant courses offered at Williams. It is however strongly recommended that they seek a balance between production courses (most of which are offered by Art Studio, Computer Science, and Theatre) and theoretical courses (offered by numerous departments in Divisions I and II). This will help students to think critically both *about* and *with* moving images, in the same way that they think with and about words.

Currently, students interested in film and media can major in the field only through the Contract Major. Guidance on course selection (with or without the aim of completing the contract major in film and media studies) can be sought from the faculty with whom students take the first couple of film and media courses. In addition, professors Morgan McGuire (Computer Science), Bojana Mladenovic (Philosophy), and Shawn Rosenheim (English) have volunteered to serve as advisors to students interested in this field.

FMST Core Courses

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

AFR 241 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Secondary Cross-listing

In this course we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

AFR 261 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Secondary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: ENGL 286 WGSS 283 AFR 283 AMST 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 286 (D2) WGSS 283 (D2) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AFR 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 AMST 315 STS 315 SCST 315

Primary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 315 (D2) AMST 315 (D2) STS 315 (D2) SCST 315 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

AFR 321 (F) Trending Black: Race & Social Media in the 21st Century

The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently Vine, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

Requirements/Evaluation: class participation, response papers, and a final research project

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

AFR 325 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: WGSS 325 AFR 325

Primary Cross-listing

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation: class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 325 (D2) AFR 325 (D2)

Attributes: AFR Core Electives FMST Core Courses

Not offered current academic year

AFR 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

AMST 205 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

AMST 229 (S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A.

Cross-listings: AMST 229 REL 229

Secondary Cross-listing

In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as *The Matrix* (1999), *The Passion of the Christ* (2004), *Jesus Christ Superstar* (1973), *The Shawshank Redemption* (1994), *The Omen* (1976), *Children of Men* (2006), and *The Book of Eli* (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 229 (D2) REL 229 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

AMST 231 (S) Approaches to Media Studies: Analyzing Mediated Difference

Cross-listings: LATS 231 AMST 231 WGSS 232

Secondary Cross-listing

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hands-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 231 (D2) AMST 231 (D2) WGSS 232 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

AMST 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: ENGL 286 WGSS 283 AFR 283 AMST 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 286 (D2) WGSS 283 (D2) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

AMST 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 AMST 315 STS 315 SCST 315

Secondary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an

original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 315 (D2) AMST 315 (D2) STS 315 (D2) SCST 315 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

AMST 337 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

AMST 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: AMST 346 LATS 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial

identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 346 (D2) LATS 346 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

ANTH 225 (S) Fact/Fiction/Film

This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non-Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?

Class Format: team-taught, through a mixture of lectures and discussions

Requirements/Evaluation: regular attendance at film screenings and active class participation, a 5-page paper on an assigned topic, a 12- to 15-page final paper, and a self-scheduled take-home final

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Anthropology/Sociology majors, then to sophomores, and finally to first-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 Cancelled

ANTH 330 (F) The Documentary Project: Ethnography and the Visual Narrative

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

Requirements/Evaluation: develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual

and audio content; participate in class critiques

Prerequisites: SOC 236 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Fall 2019

LEC Section: 01 M 7:00 pm - 9:40 pm Barry Goldstein

ARAB 401 (S) Topics in Advanced Arabic I: Contemporary Arab Cinema

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Requirements/Evaluation: essays, presentations, final paper, exam

Prerequisites: ARAB 302

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 MW 8:30 am - 9:45 am Friday Org Mtg 8:30 am - 9:45 am Lama Nassif

ARAB 415 (S) Beyond Headlines: Surveying the Arab Landscape through Arabic Media

How does Arabic media represent the Arab landscape? This course will explore Arabic media as a window to the understanding of modern Arab thought and culture. It will discuss Arabic media as a vehicle through which issues of political, historical, social, and economic significance in the Arab world are discussed, debated, and analyzed. Some issues include political and social freedoms, inter-Arab relations, national identity, recent revolts, gender identities, the Arabic language in a changing world, and technology in the age of globalization. The course will explore these issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources.

Requirements/Evaluation: active participation in class, assignments, blogs, quizzes, presentation, final project

Prerequisites: ARAB 302

Enrollment Limit: 12

Enrollment Preferences: Arabic majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ARTH 203 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Secondary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 367 (D1) ENGL 367 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

ARTS 107 (S) Creating Games (QFR)

Cross-listings: ARTS 107 CSCI 107

Secondary Cross-listing

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the

player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio

Requirements/Evaluation: participation, studio work, and quizzes

Prerequisites: none; no programming or game experience is assumed

Enrollment Limit: 24

Enrollment Preferences: first-year students

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major

Materials/Lab Fee: \$25 lab fee charged to term bill

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 107 (D3) CSCI 107 (D3)

Attributes: FMST Core Courses

Not offered current academic year

ARTS 260 (S) Objects in Video, Video as Object

In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

Class Format: studio

Requirements/Evaluation: discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development

Prerequisites: 100 level video course

Enrollment Limit: 12

Enrollment Preferences: current and prospective Art majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$125

Distributions: (D1)

Attributes: FMST Core Courses

Spring 2020

STU Section: 01 R 9:55 am - 12:35 pm Ilana Y. Harris-Babou

CHIN 226 (S) Chinese Film and Its Significant Others

Cross-listings: COMP 296 CHIN 226

Primary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the \$527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: attendance and participation, short response papers (1- 2-pages each), one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 296 (D1) CHIN 226 (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Man He

CHIN 237 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings: CHIN 237 COMP 297

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 237 (D1) COMP 297 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 221 (S) Hollywood Film

Cross-listings: COMP 221 ENGL 204

Secondary Cross-listing

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get out* In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Requirements/Evaluation: attendance at Sunday evening screenings; two 2-page essays, two editing exercises, a midterm, and a final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 221 (D1) ENGL 204 (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm John E. Kleiner, James R. Shepard

COMP 246 (S) Bloody Vampires: From Fiction to Film and Fashion

Cross-listings: ENGL 287 COMP 246

Primary Cross-listing

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar

Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring or considering a major in language or literature

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 287 (D1) COMP 246 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 258 (F) Film and Media Studies: An Introduction

Cross-listings: COMP 258 ENGL 274

Secondary Cross-listing

This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio

Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project

Prerequisites: no prior production experience is required

Enrollment Limit: 30

Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 258 (D1) ENGL 274 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 281 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Secondary Cross-listing

In this course we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 283 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Secondary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 294 (S) Philosophy and Narrative Fiction

Cross-listings: PHIL 294 COMP 294

Secondary Cross-listing

What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose--philosophers' preferred form of expression--clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Ecco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 294 (D2) COMP 294 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 296 (S) Chinese Film and Its Significant Others

Cross-listings: COMP 296 CHIN 226

Secondary Cross-listing

From the "wows" that the first short films invoked at a Shanghai teahouse in 1896 to the \$527 million (or 3.4 billion RMB) grossed at the box-office by a 3D fantasy in 2016, Chinese films have struck a responsive chord among domestic and foreign audiences. In this survey course, we will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

Requirements/Evaluation: attendance and participation, short response papers (1- 2-pages each), one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese, Japanese, Asian Studies, and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 296 (D1) CHIN 226 (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Man He

COMP 297 (F) Present Past: The Politics of Memory in Contemporary Chinese Literatures and Films

Cross-listings: CHIN 237 COMP 297

Secondary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "past" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, amnesia and nostalgia, and home and diaspora in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies.

Requirements/Evaluation: attendance and participation, five short papers, five short critiques of a partner's paper, one final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Chinese, Asian Studies, and Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 237 (D1) COMP 297 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 298 (S) Introduction to French and Francophone Film

Cross-listings: COMP 298 RLFR 228

Secondary Cross-listing

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Paczy, Peck, and Sissako. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 298 (D1) RLFR 228 (D1)

Attributes: FMST Core Courses

Not offered current academic year

COMP 341 (F) Cinematic Representations of Work and Migration after the Wall

Cross-listings: WGSS 341 COMP 341

Primary Cross-listing

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal*, *Working Man's Death*, *NordSud.com*, *Lichter* (Lights), *Code Unknown*, *The Flower Bridge*, *Occident*, *Since Otar Left*, *Losers and Winners*, *Whore's Glory*, *Le Havre* and *Time Out*.

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: a 200-level ENGL or COMP course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 341 (D2) COMP 341 (D1)

Attributes: FMST Core Courses

Not offered current academic year

CSCI 107 (S) Creating Games (QFR)

Cross-listings: ARTS 107 CSCI 107

Primary Cross-listing

The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: lecture and studio

Requirements/Evaluation: participation, studio work, and quizzes

Prerequisites: none; no programming or game experience is assumed

Enrollment Limit: 24

Enrollment Preferences: first-year students

Expected Class Size: 24

Grading: no pass/fail option, yes fifth course option

Unit Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major

Materials/Lab Fee: \$25 lab fee charged to term bill

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 107 (D3) CSCI 107 (D3)

Attributes: FMST Core Courses

Not offered current academic year

CSCI 371 (F) Computational Graphics (QFR)

PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model.

Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments cumulate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

Class Format: lecture, with optics laboratory exercises

Requirements/Evaluation: evaluation based on assignments, projects, and exams

Prerequisites: CSCI 136 and CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 204 (S) Hollywood Film

Cross-listings: COMP 221 ENGL 204

Primary Cross-listing

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get out*. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

Requirements/Evaluation: attendance at Sunday evening screenings; two 2-page essays, two editing exercises, a midterm, and a final exam

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 60

Enrollment Preferences: English majors

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 221 (D1) ENGL 204 (D1)

Attributes: AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm John E. Kleiner, James R. Shepard

ENGL 213 (S) Making Radio

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is not a course in journalism, but rather an experiment in documentary cinema for the ear. We'll do some reading in radio history and technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love & Radio*, and *Serial*), but most of our time--and this is a time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

Requirements/Evaluation: five short audio pieces; attendance and active participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; English majors; students with radio or studio art training

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 234 (S) The Video Essay

While students today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think *with* the medium, exploiting the resources of film and video in their efforts to understand how they work on viewers. The Video Essay offers the chance to do that. After being introduced to the fundamentals of film analysis and trained in the use of Adobe Premiere Pro, students will spend the semester alternately making short video essays and commenting on the essays produced by their partners. Please note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required.

Class Format: we will meet as a group for three weeks, then break into groups of two with whom I will meet weekly; students will alternate between creating video essays on film topics, and writing commentaries on the essays of their partner

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays

Prerequisites: permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: course books

Distributions: (D1)

Attributes: ENGL post-1900 Courses FMST Core Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Shawn J. Rosenheim

ENGL 274 (F) Film and Media Studies: An Introduction

Cross-listings: COMP 258 ENGL 274

Primary Cross-listing

This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements--visual, narrative and auditory--necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio

Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project

Prerequisites: no prior production experience is required

Enrollment Limit: 30

Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 258 (D1) ENGL 274 (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: ENGL 286 WGSS 283 AFR 283 AMST 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as *Looking for Langston* (Isaac Julien, 1989), *The Watermelon Woman* (Cheryl Dunye, 1996), *U People* (Olive Demetrius and Hanifah Walidah, 2009), *Tongues Untied* (Marlon Riggs, 1989) and *Litany for Survival* (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 286 (D2) WGSS 283 (D2) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

ENGL 287 (S) Bloody Vampires: From Fiction to Film and Fashion

Cross-listings: ENGL 287 COMP 246

Secondary Cross-listing

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar

Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students majoring or considering a major in language or literature

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 287 (D1) COMP 246 (D1)

Attributes: FMST Core Courses

Not offered current academic year

ENGL 367 (F) Documentary Fictions

Cross-listings: ARTH 367 ENGL 367

Primary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

Requirements/Evaluation: four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: English majors; Art and Comparative Literature majors; students with experience making video

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 367 (D1) ENGL 367 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Shawn J. Rosenheim

LATS 203 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Primary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

LATS 231 (S) Approaches to Media Studies: Analyzing Mediated Difference

Cross-listings: LATS 231 AMST 231 WGSS 232

Primary Cross-listing

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hands-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 231 (D2) AMST 231 (D2) WGSS 232 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: AMST 346 LATS 346

Primary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted

in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 346 (D2) LATS 346 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

MUS 149 (S) The Language of Film Music

Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced YouTube videos. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Micachu, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

Class Format: discussion

Requirements/Evaluation: assignments, quizzes, midterm essay, final creative project; midterm and final will also involve viewing/listening

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: given to juniors and seniors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Zachary Wadsworth

MUS 276 (F) Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

PHIL 294 (S) Philosophy and Narrative Fiction

Cross-listings: PHIL 294 COMP 294

Primary Cross-listing

What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose--philosophers' preferred form of expression--clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Ecco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 294 (D2) COMP 294 (D1)

Attributes: FMST Core Courses

Not offered current academic year

REL 229 (S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A.

Cross-listings: AMST 229 REL 229

Primary Cross-listing

In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as *The Matrix* (1999), *The Passion of the Christ* (2004), *Jesus Christ Superstar* (1973), *The Shawshank Redemption* (1994), *The Omen* (1976), *Children of Men* (2006), and *The Book of Eli* (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political,

economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 229 (D2) REL 229 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: three response papers, one short essay on film adaptation, one video essay with a student partner

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations.

Attributes: FMST Core Courses

Not offered current academic year

RLFR 228 (S) Introduction to French and Francophone Film

Cross-listings: COMP 298 RLFR 228

Primary Cross-listing

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière

brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Palcy, Peck, and Sissako. Conducted in French.

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 298 (D1) RLFR 228 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 240 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Primary Cross-listing

In this course we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 261 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Primary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

SOC 212 (F) Understanding Social Media

Over just the last twenty years--beginning with Napster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Nicholas Carr

STS 276 (F) Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 14

Grading:

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

STS 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 AMST 315 STS 315 SCST 315

Secondary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 315 (D2) AMST 315 (D2) STS 315 (D2) SCST 315 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

WGSS 203 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

WGSS 232 (S) Approaches to Media Studies: Analyzing Mediated Difference

Cross-listings: LATS 231 AMST 231 WGSS 232

Secondary Cross-listing

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 231 (D2) AMST 231 (D2) WGSS 232 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: ENGL 286 WGSS 283 AFR 283 AMST 283

Primary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 286 (D2) WGSS 283 (D2) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

WGSS 325 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: WGSS 325 AFR 325

Secondary Cross-listing

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation: class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 325 (D2) AFR 325 (D2)

Attributes: AFR Core Electives FMST Core Courses

Not offered current academic year

WGSS 341 (F) Cinematic Representations of Work and Migration after the Wall

Cross-listings: WGSS 341 COMP 341

Secondary Cross-listing

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal*, *Working Man's Death*, *NordSud.com*, *Lichter (Lights)*, *Code Unknown*, *The Flower Bridge*, *Occident*, *Since Otar Left*, *Losers and Winners*, *Whore's Glory*, *Le Havre* and *Time Out*.

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: a 200-level ENGL or COMP course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 341 (D2) COMP 341 (D1)

Attributes: FMST Core Courses

Not offered current academic year

WGSS 346 (S) Queer in the City (DPE)

Cross-listings: AFR 337 WGSS 346 AMST 337

Primary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

FMST Related Courses

AMST 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

AMST 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

AMST 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: AMST 346 LATS 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 346 (D2) LATS 346 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

ARTH 221 (F) History of Photography

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: two short papers, mid-term, and final exam

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses FMST Related Courses

Not offered current academic year

ARTH 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ASST 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogie) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

COMP 111 (F) The Nature of Narrative (WS)

Cross-listings: COMP 111 ENGL 120

Primary Cross-listing

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Requirements/Evaluation: active and meaningful class participation; two shorter papers, longer final paper including a draft workshopped in tutorial format

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111 (D1) ENGL 120 (D1)

Writing Skills Notes: The two shorter papers will receive extensive comments from the instructor; the instructor will meet individually with students to discuss their writing after the second paper. A partial draft of the final longer paper will be workshopped with the instructor plus a peer partner in tutorials; the tutorials will provide feedback for expanding and deepening the final paper.

Attributes: FMST Related Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

COMP 271 (S) Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232 COMP 271

Secondary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in

Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Vladimir Ivantsov

COMP 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

CSCI 109 (F) The Art and Science of Computer Graphics (QFR)

This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on progress in project work and two examinations

Prerequisites: this course is not open to students who have successfully completed a CSCI course numbered 136 or above

Enrollment Limit: 36

Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course

Expected Class Size: 36

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: FMST Related Courses

Not offered current academic year

ENGL 120 (F) The Nature of Narrative (WS)

Cross-listings: COMP 111 ENGL 120

Secondary Cross-listing

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Requirements/Evaluation: active and meaningful class participation; two shorter papers, longer final paper including a draft workshopped in tutorial format

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111 (D1) ENGL 120 (D1)

Writing Skills Notes: The two shorter papers will receive extensive comments from the instructor; the instructor will meet individually with students to discuss their writing after the second paper. A partial draft of the final longer paper will be workshopped with the instructor plus a peer partner in tutorials; the tutorials will provide feedback for expanding and deepening the final paper.

Attributes: FMST Related Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

ENGL 214 (S) Writing for Stage and Screen

Cross-listings: ENGL 214 THEA 214

Secondary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 214 (D1) THEA 214 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ilya Khodosh

ENGL 237 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Secondary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

ENGL 368 (S) Ireland in Film

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films (and especially those offering competing representations of Ireland), on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*, *Into the West*, *The Field*, *The Crying Game*, *December Bride*, *The Commitments*, *Michael Collins*, *Ondine*, *Six Shooter*, *In Bruges* and *The Guard*; and we will also assess one or more short independent films such as *Budawanny* and *Adam and Paul*. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

Enrollment Limit: 19

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ENGL post-1900 Courses FMST Related Courses

Not offered current academic year

ENVI 368 (F) Technology and Modern Society

Cross-listings: SOC 368 ENVI 368

Secondary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 368 (D2) ENVI 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses HSCI Interdepartmental Electives

Not offered current academic year

LATS 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: AMST 346 LATS 346

Primary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 346 (D2) LATS 346 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

REL 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Primary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogyoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery-especially in the context of immigration and coming of age-as they are represented in texts from France, Québec, and the Caribbean.

Requirements/Evaluation: class participation, grammar exercises, group discussion leading, two short papers, and final project

Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 Cancelled

RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Roxana A. Blancas Curiel

RUSS 232 (S) Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232 COMP 271

Primary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Vladimir Ivantsov

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective

representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

SOC 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 368 (F) Technology and Modern Society

Cross-listings: SOC 368 ENVI 368

Primary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to

improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 368 (D2) ENVI 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses HSCI Interdepartmental Electives

Not offered current academic year

THEA 214 (S) Writing for Stage and Screen

Cross-listings: ENGL 214 THEA 214

Primary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 214 (D1) THEA 214 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ilya Khodosh

THEA 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and

marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Primary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

WGSS 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

WGSS 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

ROMANCE LANGUAGES (Div I)

FRENCH

Chair: Professor Jennifer French

- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production
- Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures
- Carl B. Cornell, Visiting Assistant Professor of French
- Soledad Fox, V-Nee Yeh '81 Professor of Spanish and Comparative Literature; on leave 2019-2020
- Jennifer L. French, Chair of Romance Languages and Professor of Spanish
- Carlos Macias Prieto, Assistant Professor
- Brian Martin, Professor of French & Comparative Literature; on leave Spring 2020
- Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish
- Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
- Katarzyna M. Pieprzak, Associate Dean of the Faculty, Professor of Francophone Literature, French Language, and Comparative Literature; affiliated with: Romance Languages Department
- Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave Fall 2019
- Cécile Tresfels, Assistant Professor of French

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- at least five RLFR courses in French language, literature, film, or culture;
- the RLFR senior seminar during the student's final year at the College;

Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon

ARTH 254 Manet to Matisse

HIST 390 Haitian and French Revolutions

RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams.

Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

RLFR 101 (F) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Class Format: class meets five hours a week

Requirements/Evaluation: active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

Prerequisites: none; for students who have never formally studied French; students who have previously studied French must take the French Placement Test during First Days

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (RLFR 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 9:00 am - 9:50 am Brian Martin

RLFR 102 (S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Class Format: the class meets five hours a week

Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

Prerequisites: none; for students who have taken less than two years of high school French

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 M-F 9:00 am - 9:50 am Theresa Brock

RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

Class Format: class meets five days per week

Requirements/Evaluation: active participation, workbook homework, chapter tests, short papers, midterm exam, and final exam

Prerequisites: RLFR 101-102, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 10:00 am - 10:50 am Cécile Tresfels

LEC Section: 02 M-F 9:00 am - 9:50 am Theresa Brock

RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

Class Format: class meets twice a week with the professor (for 75 minutes each), plus a required 30-minute conversation session with the French TA, at a time to be mutually determined by the students and TA

Requirements/Evaluation: active participation, workbook homework, chapter tests, short papers, midterm exam, and final exam

Prerequisites: RLFR 103, or by placement test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: after successfully completing RLFR 104, students may register for RLFR 201

Distributions: (D1)

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Cécile Tresfels

SEM Section: 02 TR 9:55 am - 11:10 am Carl B. Cornell

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture

In this course, we will concentrate on polishing your oral and written expression and on expanding your vocabulary, while focusing on the analysis and discussion of French and Francophone cultures and the concepts that define them. In addition to helping you improve your speaking, listening comprehension, reading, and writing, as well as reviewing advanced grammar, we will explore key myths and practices linked to municipal, regional, and national identities in France and the Francophone world, and seek to understand the history of contemporary debates surrounding these identities. Topics of discussion will include: Which cultural practices represent what it means to be French? How do certain regions and cities derive a sense of identity distinct from that of the nation? How do overseas departments and territories inflect Frenchness by means of their own histories and geographies? Short literary, theoretical, and historical texts, along with films, music, photography, press articles, and websites, will inform our discussions. Class meets three times a week with the professor (for 50 minutes each), plus a required 30-minute conversation session with the French TA each week, at a time to be mutually determined by the students and TA.

Class Format: weekly conference with TA

Requirements/Evaluation: class participation, grammar exercises, short response papers, essays, presentations, final project

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 20-25

Enrollment Preferences: French majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Carl B. Cornell

LEC Section: 02 MWF 9:00 am - 9:50 am Carl B. Cornell

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1830 to 2010, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery-especially in the context of immigration and coming of age-as they are represented in texts from France, Québec, and the Caribbean.

Requirements/Evaluation: class participation, grammar exercises, group discussion leading, two short papers, and final project

Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 Cancelled

RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)

Cross-listings: WGSS 201 RLFR 202

Primary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 201 (D2) RLFR 202 (D1)

Not offered current academic year

RLFR 203 (F) Introduction to Francophone Literatures

Cross-listings: AFR 204 RLFR 203 COMP 282

Primary Cross-listing

What is the Francophone world comprised of? Who speaks French today and why? What does the idea of *Francophonie* really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the *littérature-monde* manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of *Francophonie* so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (*l'hexagone*), and Haiti among others.

Class Format: seminar

Requirements/Evaluation: presentation, journaling, final project, participation

Prerequisites: RLFR 105 and above, placement exam or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate, Africana and Comp. Lit

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 204 (D1) RLFR 203 (D1) COMP 282 (D1)

Attributes: GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

RLFR 205 (S) On Strike: Workers and Revolutions in the French Republic

The recent "yellow vests" (*gilets jaunes*) protests in France have attracted international attention to the experiences of French workers. Yet these protests are only the latest example in a series of workers' movements that have shaped French identity. From the revolutions of 1830 and 1848, to the Popular Front of the 1930s, to the general strike that fueled the events of May 1968, workers have played a significant role in determining France's sociocultural values and political orientation. In this course, we will study representations of workers in literary and filmic texts dating from the late nineteenth century to the present. We will consider how depictions of the worker have evolved amid changing sociocultural conditions in France: for instance, the arrival of immigrants from such countries as Spain, Italy, and Portugal, and later from the Maghreb; the entry of women into the workforce; the disappearance of the rural farm worker, or *paysan*; the creation of a nuclear power grid; and deindustrialization. Finally, we will examine how the memory of workers is preserved in twenty-first-century France. *Conducted in French.*

Requirements/Evaluation: class participation, reaction papers, group discussion leading, and a final project

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Carl B. Cornell

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: three response papers, one short essay on film adaptation, one video essay with a student partner

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations.

Attributes: FMST Core Courses

Not offered current academic year

RLFR 208 (F) Queens, Crusaders and Cannibals: Gender, Race and Religion in Medieval and Renaissance France

The intersection of gender, race, and religion is at the heart of contemporary political and social debates. How to build a nation and how to live together were also key questions for Medieval and Renaissance writers. In this introductory course in Early Modern Literature, we will study how literary works from the 11th to the 16th centuries represented conflicting debates on gender, race, and religion, from the Crusades opposing Christians and Muslims, to the Wars of Religion opposing Catholics and Protestants. We will explore how these concepts were intertwined in courtly love poems and chivalric novels in Europe, and how they were redefined in humanist writings and travel narratives to the Americas. Through an investigation of epic poems, allegories, tales, sonnets, novels, travel narratives, and essays by Marie de France, Christine de Pisan, Pierre de Ronsard, Louise Labé, François Rabelais, Michel de Montaigne and Marguerite de Valois, students will compare cultural, political, and ideological debates in Early Modern France with 21st-century questions on racism, sexism and discrimination.

Requirements/Evaluation: active participation, weekly written responses, midterm exam, and final project

Prerequisites: exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Cécile Tresfels

RLFR 210 (F) Scientific Selves: Medicine, Technology, and Identity in Early Modern France

Cross-listings: RLFR 210 STS 211

Primary Cross-listing

The early modern period has long been associated with scientific discovery and shifting ideology in France. From Copernicus on, thinkers such as René Descartes, Blaise Pascal, and Antoine Lavoisier helped advance the Scientific Revolution, which led to medical and technological breakthroughs, as well as important advances in our understanding of the world and our solar system. This course examines the role that France played in pursuing such discoveries, as well as the ways newfound knowledge impacted notions of belonging and alterity. How did the Scientific Revolution and French colonization lead to the creation of social, cultural, and medical "others"? How did scientific discourse permeate verbal and visual expression and depict those who did not fit into normative paradigms of gender, sexuality, ability, ethnicity, belief, and culture? What avenues for self-expression and definition were available to those whom society excluded? What parallels can we see with twenty-first-century questions of

political activism, social justice, sciences, and technology? To explore these questions, we will analyze literary texts, visual representations, and historical documents, such as medical treatises, scientific diagrams, and texts on new technologies. *Conducted in French.*

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 210 (D1) STS 211 (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Theresa Brock

RLFR 212 (S) Scandalous News: Media and Transgression in Pre-Revolutionary France

Today's twenty-four-hour news cycle bombards us with scandalous stories. On our smartphones, tablets, and screens, personal transgressions and their political consequences loom large. In this constant state of media immersion, scandal and its communication have come to define our time. Yet centuries ago in Pre-Revolutionary France, scandalous news played an even more crucial role, in a society centered on obedience to monarchy and monolithic institutions. In this course, we will consider how institutionalized codes of gender, social class, and religion shaped individual identity, how those who broke from these codes created individual autonomy, and how the scandals they caused were communicated to others. To pursue these questions, we will analyze literature, journalism, and legal texts that document scandalous figures and compare these early modern scandals with those of the twenty-first century.

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Theresa Brock

RLFR 215 (F) The French Adventure: Word, Sound, and Image in the Digital Age

The French Adventure examines celebrated French literary texts (from the Middle Ages to Modernity) that draw on the theme of adventure, putting them into dialogue with their graphic novel and filmic adaptations (from the twentieth and twenty-first centuries). This course seeks to explore the phenomena of word (written or spoken), image (still or moving), and sound, as well as their interactions in today's environment of multimedia and digital immersion. Why have we seen an explosion of graphic novels and films depicting French literary classics in recent decades? How can these visual and audiovisual renderings enhance our appreciation for and understanding of written texts, and what aspects of the written word remain untranslatable to the world of the image? To address these questions, we will study a series of literary texts that depict historical moments from the late Middle Ages, to Absolute Monarchy, to the Belle Époque. From our visual vantage point of the twenty-first century, we will gain familiarity with the defining figures and events that these texts represent, from the fifteenth to the twentieth centuries. At the same time, we will interrogate the French-language graphic novel adaptations of each text, as well as portions of American-made filmic representations to consider questions of *patrimoine*, visual culture, and (trans)national identity. *Conducted in French.*

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, discussion leading, and final paper

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the

instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 220 (S) Fairy Tales: Love and Politics at the Sun King's Court

This course explores the literary and historical development of love and politics in 17th-century France. These two motifs dominated courtly life at Versailles during the reign of Louis XIV, the Sun King. Since cultural and artistic creations tend to dialogue with social circumstances, the literature of this time period--which critics have sometimes called the "Grand Siècle"--develops different schools of thought on the interactions between politics and love. Some authors approached these interactions from an idealistic or innocent perspective, while others had a more pessimistic or realistic outlook. Together, we will examine why and how each trajectory formed while also investigating the roles of literary genre and authorial gender. As part of our explorations, students will compose their own, original fairy tales and will also adapt a written tale into an in-class theatrical performance. Conducted in French.

Requirements/Evaluation: active class participation, quizzes, a midterm paper, an original fairy tale, an in-class performance of the fairy tale in groups

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)

Cross-listings: WGSS 224 RLFR 224

Primary Cross-listing

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aureville, Gide, Proust, Colette, Duras, and Guibert.

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission; if the course is overenrolled, students will submit an online form

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 224 (D1) RLFR 224 (D1)

Writing Skills Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Not offered current academic year

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: COMP 224 RLFR 225

Secondary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. *Readings and Discussions in English.*

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 224 (D1) RLFR 225 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

RLFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Primary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 228 (S) Introduction to French and Francophone Film

Cross-listings: COMP 298 RLFR 228

Primary Cross-listing

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Paczy, Peck, and Sissako. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 298 (D1) RLFR 228 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 240 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Primary Cross-listing

In this course we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 260 (F) Reading Comics from the French-Speaking World

Cross-listings: COMP 260 RLFR 260

Primary Cross-listing

From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. *Conducted in French.*

Requirements/Evaluation: weekly response papers, two short papers, presentation and final research project

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260 (D1) RLFR 260 (D1)

Not offered current academic year

RLFR 261 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Primary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 302 (S) Monsters of the Renaissance

Where did monsters appear before comics and blockbusters? Before cinematic ghosts, vampires, and zombies, the French Renaissance popularized the Scythian Lamb, the Monk Fish, the Monopod, the Wind-Eaters from the Island of Ruach, and the mythic giants Gargantua and Pantagruel. The Latin word *monstrum* referred to a prodigy that did not fit the laws of nature. Thus, the monster not only generated wonder, curiosity, and fear, but both challenged and disrupted normative social values. In this course, students will analyze novels, travel narratives, medical treatises, essays, and epic poems from 16th-century France, when writers, doctors, and travelers developed a critical reflection on monstrosity in order to deal with otherness. This encompassed fantastic creatures, non-human beings, and natural phenomena, as well as people whose gender, race, religion, and bodies deviated from established norms. In this course, students will think critically about race, gender, and disability, and study the complexities of fear, disgust, wonder, and fascination. Readings to include classical texts by Homer and Ovid, medieval texts like the Legend of Saint George and the Dragon, and Renaissance texts by Francois Rabelais, Jean de Léry, Marguerite de Navarre, Ambroise Paré, Michel de Montaigne, and Agrippa d'Aubigné.

Requirements/Evaluation: active participation, weekly written responses, midterm exam and final project

Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Cécile Tresfels

RLFR 305 (F) Where We Are & Where We Go: Spaces & Places of Contemporary France

How do people in France give meaning to the spaces they inhabit or move through? What does it mean to be from "here" or "there"? Through contemporary French literature and cultural analysis, we will explore these questions in the urban landscapes of major French cities, including Lyon, Marseilles, Nantes, and Angoulême. We will focus on literary representations of the home, the street, the park, the grocery store, and the train, and discuss the ways videos, press articles, photographs, and websites depict neighborhoods, festivals, and street theater. We will also examine a variety of theories that will help us conceptualize urban space and interpret these literary and cultural texts on city life in contemporary France. Readings to include texts by Annie Ernaux, Patrick Modiano, Leïla Sebbar, Didier van Cauwelaert, Yasmina Reza, Jean Rolin, Marie Darrieussecq, and Xavier Houssin. *Conducted in French.*

Requirements/Evaluation: class participation, several short essays (1-2 pages), midterm essay (5 pages), digital mapping project, and final oral presentation (based on midterm)

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors & certificate students; those with compelling justification for admission; seniors returning from study abroad

(Francophone countries) particularly welcome

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 309 (F) Contemporary Short Stories from North Africa

Cross-listings: AFR 307 RLFR 309

Primary Cross-listing

Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Fouad Laroui among others. *Conducted in French.*

Class Format: discussion

Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper

Prerequisites: RLFR 201, 202 or 203 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 307 (D1) RLFR 309 (D1)

Attributes: GBST African Studies Electives

Not offered current academic year

RLFR 310 (S) *Le Moyen Âge en images: Decoding the Middle Ages*

This seminar investigates questions of visual culture and textual analysis in the Middle Ages. Although different from today's multimedia and digital environment, the Middle Ages boasted its own form of visual culture that will enable us to draw meaningful connections between medieval literature and history and modern-day debates on gender and sexuality. To explore these connections, we will study literary texts from the 12th-16th centuries in modern French translation, making comparisons to *bandes dessinées* that seek to visualize each text from a twenty-first-century perspective. We will investigate the points of overlap and divergence between the original texts and accompanying comics to ask why and how today's artists are returning to the literature and culture of the Middle Ages, especially in a time of globalization and technological immersion. For example: How might our findings inform our outlook on international politics, as well as gender-based forms of activism, such as the #MeToo movement, among other forms of social and political engagement? *Conducted in French*

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, mid-semester project: une bande dessinée, and final paper

Prerequisites: successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 316 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings: WGSS 315 RLFR 316

Primary Cross-listing

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 315 (D2) RLFR 316 (D1)

Attributes: GBST Urbanizing World Electives

Not offered current academic year

RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity

Cross-listings: COMP 318 RLFR 318

Primary Cross-listing

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French.*

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level course; or by placement test; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or other Francophone countries) are particularly welcome

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 318 (D1) RLFR 318 (D1)

Not offered current academic year

RLFR 412 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Cross-listings: WGSS 408 RLFR 412

Primary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408 (D1) RLFR 412 (D1)

Fall 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: RLFR 414 COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

RLFR 493 (F) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Jennifer L. French

RLFR 494 (S) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Jennifer L. French

RLFR 497 (F) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Jennifer L. French

RLFR 498 (S) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Jennifer L. French

RLFR 511 (F) Intensive French Grammar and Translation

This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

Class Format: classes meet twice weekly and are conducted in English

Requirements/Evaluation: class participation, papers, a midterm, and a final examination

Prerequisites: a strong interest and need to learn French

Enrollment Preferences: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

Grading: pass/fail option only

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Pramila Kolekar

RLFR 512 (S) Readings in French Art History and Criticism

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

Class Format: seminar

Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination

Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

Grading: pass/fail option only

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Pramila Kolekar

Winter Study -----

RLFR 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Primary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Phtaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Daniel Goudrouffe

RLFR 30 (W) Honors Essay: French

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLFR 31 (W) Senior Thesis: French

To be taken by students registered for French 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLFR 88 (W) French Sustaining Program

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Lisa Schohn

RLFR 99 (W) Independent Study: French

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jennifer L. French

GEOSCIENCES (Div III)

Chair: Associate Professor Mea Cook

- Alex A. Apotsos, Lecturer in Geosciences
- Alice C. Bradley, Assistant Professor of Geosciences
- Phoebe A. Cohen, Associate Professor of Geosciences
- José A. Constantine, Assistant Professor of Geosciences; on leave 2019-2020
- Mea S. Cook, Chair and Associate Professor of Geosciences
- Rónadh Cox, Edward Brust Professor of Geology and Mineralogy
- Lisa A. Gilbert, Associate Professor of Geosciences and Marine Sciences at Williams-Mystic; affiliated with: Geosciences Department
- Paul M. Karabinos, Charles L. MacMillan Professor in Natural Sciences
- Bud Wobus, Edna McConnell Clark Professor of Geology

MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, gemology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double-major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

The requirements for the Geosciences major were revised. The new requirements are immediately below, and the old requirements follow. Students who entered Williams in fall 2019 or after are under the new requirements. Students who entered Williams before fall 2019 are under the old requirements but may opt into the new requirements. Please talk to the Geosciences chair if you have questions about the major requirements.

Geosciences major requirements for students who entered Williams in fall 2019 or after:

At least one and at most two 100-level courses:

GEOS 100 Introduction to Weather and Climate

GEOS 101 Co-Evolution of Earth and Life

GEOS 102 An Unfinished Planet

GEOS 103 Global Warming and Environmental Change

GEOS 104 Oceanography

At least two 200-level courses selected from this group:

GEOS 201 Geomorphology

GEOS 202 Mineralogy

GEOS 203 Field Methods and Structural Geology

GEOS 205 Earth Resources

GEOS 210 Oceanographic Processes

GEOS 212 Paleobiology

GEOS 214 Mastering GIS
GEOS 215 Climate Changes
GEOS 217 Planets and Moons
GEOS 255 Environmental Observation

At least two 300-level courses selected from this group:

GEOS 301 Structural Geology
GEOS 302 Sedimentology
GEOS 303 Igneous and Metamorphic Petrology
GEOS 309 Modern Climate
GEOS 314 Analytical Historical Geology
GEOS 324 Corals and Sea Level

At least one of the following 400-level courses:

GEOS 401 Global Tectonics and the Rise of Mountains
GEOS 404 Coastal Processes and Geomorphology
GEOS 405 Geochemistry: Understanding Earth's Environment
GEOS 411 Geobiology

Finally, students must take enough electives to bring the total to a minimum of nine courses.

In addition, courses taken for the major must include at least two courses from each of the following three groups:

Climate and Oceans:

GEOS 100 Introduction to Weather and Climate
GEOS 104 Oceanography
GEOS 210 Oceanographic Processes
GEOS 215 Climate Changes
GEOS 255 Environmental Observation
GEOS 309 Modern Climate
GEOS 324 Corals and Sea Level

Sediments and Life:

GEOS 101 Co-Evolution of Earth and Life
GEOS 103 Global Warming and Environmental Change
GEOS 201 Geomorphology
GEOS 212 Paleobiology
GEOS 302 Sedimentology
GEOS 312T Mass Extinctions
GEOS 314 Analytical Historical Geology

Solid Earth:

GEOS 102 Unfinished Planet
GEOS 202 Mineralogy
GEOS 203 Field Methods and Structural Geology
GEOS 205 Earth Resources
GEOS 217 Planets and Moons
GEOS 220T Evolution of and on Volcanic Islands
GEOS 250T Tectonic Geomorphology and Landscape Evolution
GEOS 301 Structural Geology
GEOS 303 Igneous and Metamorphic Petrology

Geosciences major requirements for students who entered Williams before fall 2019:

At least one and at most two 100-level courses:

GEOS 100 Introduction to Weather and Climate

GEOS 101 The Co-Evolution of Earth and Life

GEOS 102 An Unfinished Planet

GEOS 103 Global Warming and Environmental Change the Reshaping of Landscapes

GEOS 104 Oceanography

At least two 200-level courses selected from this group:

GEOS 201 Geomorphology

GEOS 202 Mineralogy

GEOS 203 Field Methods and Structural Geology

GEOS 205 Earth Resources

GEOS 210 Oceanographic Processes

GEOS 212 Paleobiology

GEOS 214 Mastering GIS

GEOS 215 Climate Changes

GEOS 217 Planets and Moons

GEOS 255 Environmental Observation

At least two 300-level courses selected from this group:

GEOS 301 Structural Geology

GEOS 302 Sedimentology

GEOS 303 Igneous and Metamorphic Petrology

GEOS 309 Modern Climate

GEOS 314 Analytical Historical Geology

GEOS 324 Corals and Sea Level

At least one of the following 400-level courses:

GEOS 401 Global Tectonics and the Rise of Mountains

GEOS 404 Coastal Processes and Geomorphology

GEOS 405 Geochemistry: Understanding Earth's Environment

GEOS 411 Geobiology

Finally, students must take enough electives to bring the total to a minimum of nine courses.

PREPARATION FOR GRADUATE SCHOOL

Although many of our majors take geoscience jobs after graduation, many choose to go to graduate school, and most graduate programs will expect students to have a background in mathematics as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs, biology courses are important. For students entering planetary geology, physics is recommended.

THE DEGREE WITH HONORS IN GEOSCIENCES

The degree with honors in Geosciences provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. In addition to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental

material and skills, and ability to pursue independent study successfully. Interested students should talk to members of the department about project options at any time, but generally no later than January of the Junior year.

STUDY AWAY

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses might be used in the major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with Geosciences. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted. Up to two geoscience courses taken away from Williams can be counted toward the nine-course major. Be sure to meet with a Geosciences faculty advisor or Department Chair to discuss your plans and ideas for off-campus work.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Generally not until after a student returns and can provide course material for review (e.g. Syllabus and/or completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings, assignments, evaluation criteria.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. A maximum of two courses can be credited toward major requirements.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Students should consult with the chair or other department faculty members to plan ahead and make sure that requirements can be met.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

GEOS 100 (S) Introduction to Weather and Climate

Cross-listings: GEOS 100 ENVI 100

Primary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that

humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer.

Requirements/Evaluation: lab assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 100 (D3) ENVI 100 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Alice C. Bradley

LAB Section: 02 M 1:00 pm - 3:00 pm Alice C. Bradley

LAB Section: 03 T 1:00 pm - 3:00 pm Alice C. Bradley

GEOS 101 (F) The Co-Evolution of Earth and Life

Cross-listings: GEOS 101 ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

Class Format: one laboratory per week plus one all-day field trip

Requirements/Evaluation: lab work, short quizzes, midterms, an independent project, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 101 (D3) ENVI 105 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 3:00 pm Phoebe A. Cohen

LAB Section: 03 T 1:00 pm - 3:00 pm Phoebe A. Cohen

GEOS 102 (S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Class Format: lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

Requirements/Evaluation: two hour-tests, weekly lab work, and a scheduled final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Bud Wobus

LAB Section: 02 W 1:00 pm - 3:00 pm Bud Wobus

LAB Section: 03 R 1:00 pm - 3:00 pm Bud Wobus

GEOS 103 (F) Global Warming and Environmental Change

Cross-listings: GEOS 103 ENVI 103

Primary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and soil erosion, the natural processes that shape the Earth's surface are tied to temperature and precipitation, and as those change, the landscape reacts. People are beginning to feel the impacts, but in different ways depending on where we call home. Our ability to cope with the changes also depends on where we are, with low-income nations the least able to implement costly adaptive strategies. In this course, we will take a tour of the planet, investigating how climate change is altering landscapes and the natural processes that support them. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with the geography of place. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as freshwater and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/occasional field trips

Requirements/Evaluation: written reports from laboratories, class participation, weekly quizzes, a midterm and final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 48

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 103 (D3) ENVI 103 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Primary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

GEOS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

GEOS 201 (F) Geomorphology

Cross-listings: GEOS 305 ENVI 205 GEOS 201

Primary Cross-listing

Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. We emphasize the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on geomorphic processes is strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned-- with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and imagery.

Class Format: discussion, three hours per week and laboratory, three hours per week/student projects; weekend field trip to the White Mountains

Requirements/Evaluation: two hour exams, a project, lab work and class participation

Prerequisites: any 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 305 (D3) ENVI 205 (D3) GEOS 201 (D3)

Attributes: AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

GEOS 202 (S) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Class Format: lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon

field trip

Requirements/Evaluation: one hour test, lab work, and a final exam

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Bud Wobus

LAB Section: 02 T 1:00 pm - 4:00 pm Bud Wobus

GEOS 203 (F) Field Methods and Structural Geology (WS)

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures and the large scale forces responsible for crustal deformation. The laboratories introduce students to best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, geologic maps and cross sections, folds, and faults. Students will develop skill for presenting field data in papers, figures, and oral presentations.

Class Format: discussion, three hours per week and laboratory, three hours per week

Requirements/Evaluation: short weekly writing assignments, two 10-page papers based on field trips, and a one-hour exam

Prerequisites: any 100-level Geosciences course or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences majors or students with a strong interest in geosciences

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip for evaluation by the instructor and peers. The shorter assignments will be incorporated in the field reports. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 4:00 pm Paul M. Karabinos

GEOS 205 (F) Economic Geology and Earth Resources

Cross-listings: ENVI 207 GEOS 205

Primary Cross-listing

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the

importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

Class Format: 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

Requirements/Evaluation: one hour exam, a final exam, lab exercises, and a group project

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: sophomores and Geosciences majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 207 (D3) GEOS 205 (D3)

Attributes: ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Secondary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

GEOS 212 (S) Paleobiology

Cross-listings: BIOL 211 GEOS 212

Primary Cross-listing

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

Class Format: field trip to the the Paleozoic of New York State

Requirements/Evaluation: lab assignments, short quizzes and writing assignments, and a final exam

Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205

Enrollment Limit: 15

Enrollment Preferences: sophomore and junior GEOS majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 211 (D3) GEOS 212 (D3)

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Phoebe A. Cohen

LAB Section: 02 W 1:00 pm - 4:00 pm Phoebe A. Cohen

GEOS 214 (F) Mastering GIS

Cross-listings: GEOS 214 ENVI 214

Primary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS tools to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

Class Format: lecture, three hours per week and laboratory, three hours per week

Requirements/Evaluation: weekly lab exercises, weekly quizzes, a research project, and a midterm and final exam

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Limit: 20

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 214 (D3) ENVI 214 (D3)

Attributes: ENVI Natural World Electives EVST Methods Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Alex A. Apotsos

LAB Section: 02 M 1:00 pm - 4:00 pm Alex A. Apotsos

LAB Section: 03 W 1:00 pm - 4:00 pm Alex A. Apotsos

GEOS 215 (F) Climate Changes

Cross-listings: ENVI 215 GEOS 215

Primary Cross-listing

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like solar radiation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Laboratories and problem sets will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change.

Class Format: lecture three hours per week and one three-hour lab per week

Requirements/Evaluation: lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Geosciences majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 215 (D3) GEOS 215 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses MAST Interdepartmental Electives

Not offered current academic year

GEOS 217 (S) Planets and Moons

Cross-listings: ASTR 217 GEOS 217

Primary Cross-listing

This course will examine the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises.

Requirements/Evaluation: one mid-term and one final exam, lab exercises, class participation

Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 217 (D3) GEOS 217 (D3)

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Rónadh Cox

LAB Section: 02 W 1:00 pm - 4:00 pm Rónadh Cox

GEOS 220 (S) Evolution of and on Volcanic Islands

Cross-listings: GEOS 220 ENVI 219

Primary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics.

Requirements/Evaluation: five written papers

Prerequisites: 100-level GEOS course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics

Cross-listings: GEOS 221 ENVI 222

Primary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S.

politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process.

Requirements/Evaluation: weekly papers and a final oral presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

GEOS 250 (S) Tectonic Geomorphology and Landscape Development (WS)

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. Tectonic geomorphology explores the complex interactions between tectonic and surficial processes. It has long been

recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate.

Class Format: after an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

Requirements/Evaluation: five 4- to 5-page papers based on journal articles

Prerequisites: at least one of the following courses: GEOS 101, 102, 201, 202, 301, 302, 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Paul M. Karabinos

GEOS 255 (F) Environmental Observation

Cross-listings: GEOS 255 ENVI 255

Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, radar, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest.

Requirements/Evaluation: labs, quizzes, and a final project

Prerequisites: at least one prior course in GEOS or ENVI

Enrollment Limit: 20

Enrollment Preferences: sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 255 (D3) ENVI 255 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Alice C. Bradley

LAB Section: 02 R 1:00 pm - 4:00 pm Alice C. Bradley

GEOS 302 (S) Sedimentology (WS)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

Class Format: discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab work, writing assignments, participation in discussions, and a final exam

Prerequisites: at least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

GEOS 303 (F) Igneous and Metamorphic Petrology

Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks--volcanic, plutonic, and metamorphic--that comprise 94% of the Earth's crust. Field and lab studies are the crux of the course, supported by experimental work and thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization environments and tectonic settings, past and present.

Class Format: discussion, three hours per week and laboratory, three hours per week; several field trips including one full day trip to central New Hampshire

Requirements/Evaluation: lab work, one hour test, and a final exam

Prerequisites: GEOS 202 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: GEOS Group C Electives - Solid Earth

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Bud Wobus

LAB Section: 02 W 1:00 pm - 4:00 pm Bud Wobus

GEOS 309 (F) Modern Climate

Cross-listings: GEOS 309 ENVI 209

Primary Cross-listing

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

Requirements/Evaluation: a series of lab projects, a midterm, and a final exam

Prerequisites: GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

Enrollment Limit: 24

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 309 (D3) ENVI 209 (D3)

Attributes: EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Alice C. Bradley

LAB Section: 02 T 1:00 pm - 4:00 pm Alice C. Bradley

GEOS 312 (S) Mass Extinctions: Patterns and Processes

Over the last 542 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct and groups like the dinosaurs vanished from the planet after over 100 million years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day.

Requirements/Evaluation: four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set

Prerequisites: GEOS 101 or GEOS 212; or permission of instructor + any 200 level GEOS course

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

GEOS 314 (S) Analytical Historical Geology (QFR)

In this course you will learn to collect, interpret, and analyze deep time paleontological, stratigraphic, and sedimentological records through readings, labs, and projects all coordinated around a week long spring break trip to explore the House Range of Utah. The Cambrian and Ordovician successions of Utah's West Desert offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy. Labs will focus on skill building including learning basic coding in R, and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including geological mapping, measuring stratigraphic section, finding and identifying fossils, and

correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will determine what data we will collect in the field. Examples might be trilobite taxonomy and phylogenetic analyses, quantitative biostratigraphic correlation using conodont fossils, reconstructing paleoenvironment based on sedimentological analyses of thin sections, or building a sequence stratigraphic framework for a subset of the field locality.

Class Format: weekly lectures, paper discussions, and hands-on labs

Requirements/Evaluation: short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project

Prerequisites: GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 324, GEOS 401, GEOS 302, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: junior and senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

Attributes: GEOS Group B Electives - Sediments + Life

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

GEOS 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Primary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips, supplemented by reading assignments, will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. We will also use journal articles to explore ways in which plate tectonics help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: weekly one-hour meetings, in addition, there will be five field trips early in the semester on Thursday from 11:20 to 3:50 pm

Requirements/Evaluation: six papers, three based on field trips and three based on journal articles, and critiques of partner's papers

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: Six 5- to 10-page papers throughout the semester based on data collected during field trips (3) and journal articles (3). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Fall 2019

TUT Section: T1 TR 11:20 am - 12:35 pm Paul M. Karabinos

LAB Section: T2 R 1:00 pm - 4:00 pm Paul M. Karabinos

GEOS 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Primary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

GEOS 405 (F) Geochemistry: Understanding Earth's Environment

Cross-listings: GEOS 405 ENVI 405

Primary Cross-listing

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Requirements/Evaluation: seminar discussions, papers, labs and final project

Prerequisites: two 200-level GEOS courses and at least one of GEOS 302 or 303

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 405 (D3) ENVI 405 (D3)

Attributes: ENVI Natural World Electives

Not offered current academic year

GEOS 411 (F) Geobiology

Geobiology--the study of interactions between earth and life over geologic timescales--is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will examine the many ways in which organisms -- from bacteria to trees -- have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Class time will be divided between lectures and student-led discussions of primary literature. Labs will be varied and involve everything from growing our own microbial ecosystems to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Upstate New York where we will sample water from a stratified lake and visit ancient microbial fossil reefs. The final project will involve writing a proposal in small groups on a geobiological topic based on the style and format of a National Science Foundation grant, and presenting the idea to the class.

Requirements/Evaluation: labs, short papers, final grant proposal and presentation

Prerequisites: GEOS 212 or GEOS 312T; or GEOS 101 + any 200-level GEOS course; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Senior Geoscience majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

GEOS 493 (F) Senior Thesis: Geosciences

Geosciences senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Mea S. Cook

GEOS 494 (S) Senior Thesis: Geosciences

Geosciences senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Mea S. Cook

GEOS 497 (F) Independent Study: Geosciences

Geosciences independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Mea S. Cook

GEOS 498 (S) Independent Study: Geosciences

Geosciences independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Mea S. Cook

Winter Study -----

GEOS 12 (W) Geology of the National Parks

Cross-listings: ENVI 12 GEOS 12

Primary Cross-listing

A vicarious trip through a variety of the national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Parks

will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text *PARKS AND PLATES* and from short publications of the U.S. Geological Survey and natural history associations linked to the parks. The second part of the month will involve independent study and meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and list of references will be provided to the group at the time of the presentation.

Requirements/Evaluation: final project or presentation; participation in class meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference to first-year students who have had no previous college study of geology

Grading: pass/fail only

Materials/Lab Fee: approximately \$150 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 12 GEOS 12

Winter 2020

LEC Section: 01 TBA Cancelled

GEOS 22 (W) Geosciences Research

Students will spend part of Winter Study doing fieldwork collecting data. Back at Williams, they will analyze the data. Each student will have responsibility for a subset of the data, and the individual sub-projects will contribute to the overall research.

Class Format: to be arranged with instructor

Requirements/Evaluation: final project

Prerequisites: two Geosciences courses; permission of the instructor required before registering for the course

Enrollment Limit: 3

Expected Class Size: 3

Grading: pass/fail only

Winter 2020

LEC Section: 01 TBA Mea S. Cook

GEOS 31 (W) Senior Thesis: Geosciences

To be taken by students registered for Geosciences 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Mea S. Cook

GEOS 99 (W) Independent Study: Geosciences

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Mea S. Cook

GERMAN (Div I)

Chair: Professor Janneke van de Stadt

- Julie A. Cassidy, Willcox B. and Harriet M. Adsit Professor of Russian
- Helga Druxes, Paul H. Hunn '55 Professor in Social Studies; on leave Spring 2020
- Susanne Fuchs, Visiting Assistant Professor of German
- Vladimir Ivantsov, Visiting Assistant Professor of Russian
- Olia Kim, Assistant Professor of Russian
- Christophe A. Kone, Assistant Professor of German
- Gail M. Newman, Harold J. Henry Professor of German, Chair of Center for Foreign Languages, Literatures & Cultures
- Janneke van de Stadt, Chair of German and Russian and Professor of Russian
- Amanda Turner, TA
- Michael Chapman, TA

STUDY OF GERMAN LANGUAGE AND GERMAN-LANGUAGE CULTURE

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 120 is a compact/intensive communicative German course that strives to cover two semesters of the language in one. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202-209 combines advanced language study with the examination of topics in German-speaking cultures. The 202 and up course level may be taken twice with different content for major credit. Each year the department offers upper-level courses treating various topics from the German-language intellectual, cultural, and social world in which reading, discussion and writing are in German. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

The department can tentatively pre-approve courses for major or certificate credit, based on information from the study away program or the course catalog, if direct enrollment, but final credit is only granted after review of the courses and the grades once taken.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, plus conversations with the student if necessary.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. The maximum number of credits is four.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students may not count language courses in other languages (e.g., Italian) for major credit, nor natural science or math courses.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

One of our majors who is pre-med thought he could take Chemistry of Biology in Germany and have it count toward the German major, but that is not the case.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

Required Courses

German 101

German 102

German 103

German 104

German 201

Elective Courses

at least one course (in German or English) on German cultural history (literature, art, drama, music)

at least one course (in German or English) on German intellectual, political, or social history

THE MAJOR

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

Examples of appropriate courses in other departments are:

Art History 267 Art in Germany: 1960 to the Present

History 239 Modern German History

History 338 The History of the Holocaust

Music 108 The Symphony

Music 117 Mozart

Music 118 Bach

Music 120 Beethoven

Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

GERM 101 (F) Elementary German

German 101-102 is for students with no previous study of German. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play.

Class Format: discussion, meets five days a week

Requirements/Evaluation: active class participation, written homework, short compositions, oral exercises and tests

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 10:00 am - 10:50 am Gail M. Newman

GERM 102 (S) Elementary German

German 102 is a continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework assignments. During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include the following: housing; housework; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. *This language course is conducted in German.*

Requirements/Evaluation: active class participation, midterm & final exams, essays, quizzes, homework

Prerequisites: GERM 101 or equivalent

Enrollment Limit: 18

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken

Distributions: (D1)

Spring 2020

SEM Section: 01 M-F 10:00 am - 10:50 am Susanne Fuchs

GERM 103 (F) Intermediate German I

In this course students will further develop their German language skills, by discussing a variety of cultural topics and themes in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammar topics, conversation and composition exercises, the students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts, to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. Using a variety of media, such as texts, video and audio, students will explore various themes and cultural topics in the German-speaking world. Students will have the opportunity to practice and improve their spoken and written German skills through in-class activities and homework assignments. The course is taught in German. Active and dedicated participation including homework is expected.

Requirements/Evaluation: active class participation, midterm and final exams, quizzes, essays, homework

Prerequisites: GERM 102 or equivalent

Enrollment Limit: 18

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am Christophe A. Kone

GERM 104 (S) Intermediate German II

The prerequisite to all advanced courses in German. Practice in speaking and writing; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. *Conducted in German.*

Class Format: discussion, small group work

Requirements/Evaluation: daily short writing assignments, small group work, midterm, and final

Prerequisites: GERM 103 or equivalent

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Susanne Fuchs

GERM 118 (F) Animal Subjects (DPE)

Cross-listings: COMP 118 GERM 118

Secondary Cross-listing

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this tutorial, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Bringing philosophers and poets into conversation with one another, we will critically examine common assumptions about other beings as we probe the categories that structure our perceptions. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us? In order to approach such questions, we will focus on the intricate entanglements that constitute human and nonhuman lives, emphasizing moments of contact and conflict.

Requirements/Evaluation: regular attendance and participation, alternating 4- to 6-page tutorial papers, and 2-page critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 118 (D1) GERM 118 (D1)

Difference, Power, and Equity Notes: The course considers the connections between different systems of oppression by examining the ways in which tropes of animality are transferred onto marginalized human groups, including, but not limited to, women and people of color. Students will also acquire the critical tools to recognize and investigate instances of interlocking violence that frequently hide in plain sight.

Not offered current academic year

GERM 120 (S) Turbodeutsch: Accelerated Elementary German

An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Best suited to very committed students who have had no previous German, or to students who have had some previous German but who did not place into GERM 103. The course will meet every day, including three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.

Requirements/Evaluation: active participation, tests, quizzes, final exam

Prerequisites: students with demonstrated need to take the language in only one semester; students also need to show a great deal of commitment to learning German

Enrollment Limit: 12

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Gail M. Newman

GERM 201 (F) Reisefieber: Germans On the Road for Adventure, Wealth, Escape

We will investigate potent myths of North America and Africa that fuelled German emigration and adventurism, and we will also look at inner-German travel stories. Our subjects are from diverse backgrounds and eras: Glikl, a Jewish businesswoman and mother of fourteen deals in pearls and gold in the seventeenth century, Johann Jacob Astor makes a fortune in the fur trade and real estate, in 1882, Hermann, a young worker exchanges his cramped life in an industrial slum for the Midwest, in 1909, a German worker travels to Cameroon to build a railway line through the jungle, in 1923, Martha, a young single woman, ships out from Bremerhaven to work in the United States, in the 1990s, Louise, a descendant of the famous Jacobs coffee company seeks out the cowboy lifestyle in the American West, in 1988, Freya, a GDR peace activist is deported to the West, the 2016 documentary *Heymatloz* chronicles the escape of 1,000 German-Jewish academics from Nazi Germany to Atatürk's Turkey. We may also analyze films and tales about the potent myth of the "Wild West" and noble Indians, promoted by nineteenth-century bestselling author Karl May, and their afterlife in contemporary movies.

Requirements/Evaluation: three short oral presentations, midterm, and 10-page final project

Prerequisites: GERM 104 or see instructor

Enrollment Limit: 15

Enrollment Preferences: German majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: reader packet

Distributions: (D1)

Fall 2019

GERM 202 (S) German Comics

The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles. The course will address a variety of recent comics ranging from graphic novels by Tim Dinter, Line Hoven, Kati Rickenbach, and Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz, and Elke Steiner, not to forget German mangas *Bloody Circus* by Jürgen Seebeck! The course will also address a variety of genres such as humor with *Der bewegte Mann* by Ralf König, biography with *Schiller* by Horus, and autobiography with *Smalltown Boy* by Andreas Michalke, and *Held* by Flix. What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer. *This course is conducted entirely in German.*

Requirements/Evaluation: three 3- to 5-page paper and one final project

Prerequisites: GERM 104 and GERM 201

Enrollment Limit: 19

Enrollment Preferences: German majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Christophe A. Kone

GERM 203 (S) Hansestadt Hamburg

"Wenn Du in Hamburger Hopn platt snacken kannst, dann geht immer eine Dör mer auf". Hamburg, the second largest city in Germany (with 1.8 million inhabitants), always had a particular significance within German cultural consciousness. Part of the Hanseatic League since the Middle Ages, the Free City of Hamburg quickly became an important commercial center in Northern Europe and a prosperous city of traders and merchants. Located on the river Elbe and in close proximity to the North Sea, the city-state Hamburg is still a major port city which has long benefited trading activities and fostered an exposure to other cultures. Called the gateway to the world (because the port was for a long time the gateway to the Americas) and the Venice of the North (the city is surrounded by water and features more canals, streams, and bridges than Amsterdam), later on completely destroyed by the World War II bombing raids, Hamburg is a city of contrasts: infamous for its dialect (Plattdeutsch) as well as its red light district (St Pauli), renowned for its journalism (*Der Spiegel*, *Die Zeit*) and culture scene, famous for its culinary specialties, (the burger might have been invented there) and its sports culture (soccer, handball, basketball), Hamburg has a rich past and a multicultural present that this course will examine. In order to gain a deeper insight into the geography, history, and culture of this fascinating city, we will read the autobiography by Hans-Jürgen Massaquoi, novels by Uwe Timm, short stories by Yoko Tawada and Siegfried Lenz, listen to songs by Hans Albers, Wolf Biermann, Udo Lindenberg, the Hip Hop band Fettes Brot, and watch movies by Fatih Akin, Sandra Nettelbeck, Christian Alvar, Özgür Yildirim, and Leander Haußmann. Taught in German.

Requirements/Evaluation: oral presentations, four 3- to 5-page papers in German, midterm and final exams

Prerequisites: GERM 201 or equivalent

Enrollment Limit: 12

Enrollment Preferences: German majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 204 (S) Stranger Things: The German Novella

Goethe's famous description of the novella as an "unheard of event" holds true to this day: scandals, murder, and the supernatural abound in this seminal German genre. Both meticulously structured and notoriously difficult to define, the novella as a form mirrors the paradoxes of its narratives. In this course, we will ask how form and content come together in the novella to engender strange occurrences that vacillate between everyday experiences and fever dreams. As we trace the development of the novella over the course of two hundred years of German literary history, we will explore how the eerie phenomena at the genre's core reflect specific historic moments only to transcend them. What is it about the German novella that creates such a particular sense of unease, and how does this genre mediate modern experience? *Taught in German*.

Requirements/Evaluation: three 2-page critical responses, oral presentation, 6-page final paper

Prerequisites: GERM 201 or equivalent

Enrollment Limit: 20

Enrollment Preferences: German majors

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 209 (S) Green Germany: Literature, Film, and the Environment

Today, Germany is known as a world-wide leader in environmental policies, sustainable energy, and conservation efforts. This "green" culture, however, is not a new phenomenon, but has long constituted an essential part of German identity. In this course, we will trace Germany's relationship with the environment over the course of 200 years of cultural production. Among other things, we will consider the Romantic fascination with the sublime powers of an uncontrollable wild nature, discuss the ecological underpinnings of Nazi ideology, analyze the effects of the nuclear disaster in Chernobyl on German society, and read about the role recycling currently plays as a practice of integration for refugees. Including texts and films by Alina Bronsky, Ilija Trojanow, Ludwig Tieck, Christa Wolf, Rainer Maria Rilke, Baran bo Odar and Jantje Friese, and Doris Dörrie. *Taught in German*.

Requirements/Evaluation: oral presentation, bi-weekly 1-page response papers, final project

Prerequisites: GERM 201 or equivalent

Enrollment Limit: none

Enrollment Preferences: German majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 Cancelled

GERM 210 (S) The Holocaust in the German Imagination

How do we think about an event that unsettles the very notion of representation? An indelible part of German history and culture, the Holocaust continues to challenge the artistic imagination by simultaneously calling for and resisting interpretation. This course examines the various ways in which German-speaking writers, artists, and directors have responded to this call since the 1930s. We will explore questions of memory and postmemory, the entanglements of trauma, guilt, and testimony, as well as the tensions and continuities between Germany's rich cultural heritage and portrayals of the Holocaust. Taking into consideration different forms of artistic expression, such as literature, film, and visual art, including sites of commemoration, this class will trace the relationship between past and present. What might it mean to write and think in the language of the perpetrators? How do texts by Holocaust survivors and first-hand witnesses relate to those created by later generations? What are the differences between West and East German representations of the Shoah, and how do they differ from how immigrants in Germany or Austrian artists engage with the event? Among others, we will read texts by Paul Celan, Nelly Sachs, Anna Seghers, Ruth Klüger, Ingeborg Bachmann, Elfriede Jelinek, Peter Weiss, W. G. Sebald, and Zafer Senocak, as well as watch films by Michael Haneke, Max Färberböck, Frank Beyer, Volker Schlöndorff, Stefan Ruzowitzky, and Caroline Link. *Conducted in German*.

Requirements/Evaluation: short critical papers, oral presentation

Prerequisites: GERM 202 or the equivalent

Enrollment Limit: none

Enrollment Preferences: prospective German majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

GERM 276 (S) Black Europeans

Cross-listings: AFR 276 COMP 276 GERM 276

Secondary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 276 (D1) COMP 276 (D1) GERM 276 (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christophe A. Kone

GERM 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Primary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art

Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

GERM 300 (F) Mannweiber: Masculine Women in German Culture

The German word "Mannweib" is a literal translation of the Greek "androgynous" and is a derogatory term for a woman who acts in a masculine way. This survey course examines the recurrence of "masculine femininity" in German culture with a particular focus on literary texts, operas, paintings, and films, all crafted at turning points in German history. Why does the Mannweib emerge at times of major political and historical upheavals? How does this atypical masculine woman contribute to the construction of a German national identity? These are some of the key questions this course seeks to address. We will read the Nibelungenlied epic, poems by Freiligrath, plays by Lessing, Schiller, Goethe, Kleist, and Dürrenmatt, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to serve either a patriarchal or a patriotic purpose. We will also examine the misogyny underlying the artistic creation of these masculine women, either enshrined as allegories of virtue or perceived as dangerous agents of socio-political change, and ultimately doomed to rejection from the moment these misfits step out of their assigned role. *Conducted in German.*

Requirements/Evaluation: oral presentations and three 3- to 5-page papers written in German

Prerequisites: GERM 200-level courses

Enrollment Limit: 19

Enrollment Preferences: German majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

GERM 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall

Cross-listings: GERM 304 WGSS 304

Primary Cross-listing

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader- Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: tutorial

Requirements/Evaluation: alternating 4-page tutorial papers, and 2-page critiques

Prerequisites: GERM 202 and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: German majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$80 books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 304 (D1) WGSS 304 (D1)

Not offered current academic year

GERM 316 (S) "Wer ist wir?": Recent Debates over Multiculture in Germany

German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheitert." (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany's integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves? We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidids, Rita Süssmuth and others.

Requirements/Evaluation: four 5-page papers in German

Prerequisites: GERM 202 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: German majors, but open to all with appropriate language skills

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

GERM 317 (F) The New Woman in Weimar Culture (WS)

Cross-listings: GERM 317 WGSS 317

Primary Cross-listing

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 317 (D1) WGSS 317 (D1)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christophe A. Kone

GERM 320 (S) German Romanticism (WS)

German Romanticism is a multifaceted, even contradictory phenomenon. Its earliest practitioners Novalis (Friedrich von Hardenberg) and Friedrich Schlegel could be seen as enacting a culmination of Enlightenment optimism about the emancipatory potential of the human mind, with their advocacy of an "aesthetic revolution," equality for women and Jews, and a holistic relationship to nature. Later, some of the first feminists (Caroline Schlegel-Schelling, Bettina Brentano von Arnim) worked side-by-side with authors who essentialized women into primal lures and primal threats (Ludwig Tieck, Joseph von Eichendorff). One of the most famous Romantics of all, E. T. A. Hoffmann, combined high irony and a penchant for the irrational in his fascinating works. This course will explore the paradoxes of German Romanticism through close readings of aphorisms, stories, fairy tales, poetry, essays, and music.

Requirements/Evaluation: intensive participation, frequent written responses, two shorter papers to be written in stages, and a longer final project

Prerequisites: GERM 202 or the equivalent

Enrollment Limit: none

Enrollment Preferences: German students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course will involve intensive work with writing analytical papers, including short responses to most texts, two papers that will be written in stages, and a longer final project that will include work shopping drafts in tutorial format

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Gail M. Newman

GERM 321 (F) Lust, Liebe und Gewalt

In this course, we will reflect on the intimate relationship between love, lust, and violence, examining how love and lust do not exclude violence, but rather include---if not provoke---it. In order to gain a better understanding of the dynamics formed by this fascinating triangle, we will read novels by Goethe and Schnitzler, short stories by Kleist, Hoffmann, Mann, plays by Büchner, Hauptmann and Wedekind, and watch films by Faßbinder, Haneke and Muskala. *Conducted in German.*

Class Format: seminar

Requirements/Evaluation: papers and oral presentations

Prerequisites: GERM 201 or the equivalent

Enrollment Limit: 10

Enrollment Preferences: German majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

GERM 331 (F) Silence, Loss, and (Non)Memory in Austria 1900-the Present (DPE)

Cross-listings: COMP 347 GERM 331

Primary Cross-listing

One hundred years after the fall of the Austro-Hungarian Empire at the end of World War I, Austria is, on the one hand, a tiny fragment of its former self. Since that signal loss, Austria's identity has been closely tied to its ghostly past, for better or for worse. Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of *The Sound of Music*, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series *The Archives of Silence*, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works. The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least three of the papers will be in German.

Requirements/Evaluation: five 5-page papers, one revision, discussion

Prerequisites: for students taking the course in German, GERM 202 or the equivalent; for those taking it in English, one college-level literature course

Enrollment Limit: 10

Enrollment Preferences: German or Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 347 (D1) GERM 331 (D1)

Difference, Power, and Equity Notes: The course includes a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended

to our own context; we will discuss the consequences of not acknowledging the wrongdoings of oneself and one's own group for the moral and political health of the society.

Not offered current academic year

GERM 334 (S) Playing with Language in Austrian Literature: Interpretation, Translation, Writing (WS)

In his *Chandos-Brief*, Hugo von Hofmannsthal famously details a writer's crisis of language, in the process creating, ironically, a stunningly beautiful piece of linguistic art. Since 1902, when Hofmannsthal presented his paradoxical fictional manifesto, language has preoccupied many Austrian writers. This course will provide the opportunity to explore the intricacies of the German language via three routes: the study and interpretation of Austrian short stories from the twentieth and twenty-first centuries, experiments with translating poetry and prose from German to English, and creative writing in German. The latter will take place in the context of workshops with the contemporary Austrian writer Gabriele Petricek, who will spend two weeks in Williamstown as a Writer-in Residence. In addition to Hofmannsthal, authors read might include Arthur Schnitzler, Joseph Roth, Franz Kafka, Ingeborg Bachmann, Ilse Aichinger, Ernst Jandl, Elisabeth Reichart, and Gerhard Roth.

Requirements/Evaluation: active class participation, two 3- to 5- page analytical papers, one short translation plus a discussion of translation process, one short creative piece

Prerequisites: GERM 202 or the equivalent

Enrollment Limit: none

Enrollment Preferences: German majors and other serious students of German

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Two analytical papers, both revised; one translation, including a written reflection on process, and a workshopped creative piece. All writing in German.

Spring 2020

SEM Section: 01 Cancelled

GERM 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Primary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

GERM 493 (F) Senior Thesis: German

German senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Janneke van de Stadt

GERM 494 (S) Senior Thesis: German

German senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Janneke van de Stadt

GERM 497 (F) Independent Study: German

German independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Janneke van de Stadt

GERM 498 (S) Independent Study: German

German independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Janneke van de Stadt

GERM 515 (F) Reading German for Beginners

German 515 is a beginning course for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students for whom the ability to read primary and secondary texts in German can be crucial. The focus of the course is on German for Art History and Criticism. In the first semester students learn the elements of grammar and acquire a core vocabulary. They begin reading and translating a variety of short texts.

Requirements/Evaluation: active class participation, homework, quizzes, tests, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

Expected Class Size: 12

Grading: pass/fail option only

Distributions: (D1)

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Olesya Ivantsova

GERM 516 (S) Readings in German Art History and Criticism

In this continuation of German 515 students develop the skills and vocabulary necessary for reading German accurately. The course introduces advanced grammatical topics and students practice reading in a variety of textual genres. They also learn how to work with dictionaries, encyclopedias, and other reference works. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work.

Requirements/Evaluation: active class participation, homework, quizzes, tests, and a final project

Prerequisites: GERM 515 or equivalent preparation (placement test)

Enrollment Limit: 20

Enrollment Preferences: although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

Expected Class Size: 15

Grading: pass/fail option only

Distributions: (D1)

Spring 2020

SEM Section: 01 MW 8:30 am - 9:45 am Friday Org Mtg 8:30 am - 9:45 am Olesya Ivantsova

Winter Study -----

GERM 11 (W) Looking at Contemporary Documentary Photography

Cross-listings: ARTH 11 GERM 11 COMP 11

Primary Cross-listing

This course explores the evolution of modern documentary photography. We will start with a look back to the work of Lewis Hine, August Sander, Dorothea Lange, Walker Evan and the Magnum Agency photographers. We will then jump to mid 20th century work of Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Vivian Maier, Bruce Davidson, Lee Freidlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, Ron Haviv and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq and Syria they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be covered through the work of Bill Burke, Larry Clark, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, Richard Misrach, Joel Sternfeld, Birney Imes, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk. Our last classes will be an exploration of social media and the proliferation of diverse voices emerging in documentary photography. The class will meet three mornings a week for two hours. Slide presentations will occupy half of the first meetings and give way to discussion of issues in documentary photography. Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course. Students will be evaluated on their classroom presentation, general participation and their written work. A field trip to New York will let us see first hand works from the collections at MoMA, etc. Adjunct Instructor Bio: Kevin Bubriski's fine art photographs are in the permanent collections of the Museum of Modern Art, Metropolitan Museum of Art, San Francisco Museum of Modern Art, and Bibliotheque Nationale, Paris. Kevin has received Guggenheim, Fulbright and NEA fellowships. Bubriski has published eleven books of photography including *Nepal 1975-2011* published by Peabody Museum Press of Harvard University in 2014 and *Legacy in Stone: Syria Before War* in 2019 with powerhouse Books in New York.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$74 and approximately \$28 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 11 GERM 11 COMP 11

Winter 2020

LEC Section: 01 Cancelled

GERM 30 (W) Honors Project: German

To be taken by honors candidates following other than the normal thesis route.

Class Format: honors

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Janneke van de Stadt

GERM 31 (W) Senior Thesis: German

To be taken by students registered for German 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Janneke van de Stadt

GERM 88 (W) German Sustaining Program

Students registered for GERM 101-102 are required to attend and pass the German Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: requirements active participation, regular attendance, and earn a "Pass" grade

Grading: pass/fail option only

Materials/Lab Fee: cost to student approximately \$5 for photocopied materials

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Markus Diepold

GERM 99 (W) Independent Study: German

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Janneke van de Stadt

GLOBAL STUDIES (Div II)

Chair: Professor James Mahon

Advisory Committee

- Farid Hafez, Class of 1955 Visiting Professor of International Studies
- Ngonidzashe Munemo, Associate Dean for Institutional Diversity, Equity and Inclusion, Professor of Political Science; affiliated with: Political Science Department, Global Studies; on leave Fall 2019
- Bruce Rutherford, Class of 1955 Visiting Professor of International Studies

An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

Requirements

To complete the concentration, students must take a section of Global Studies 101; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in the track.

Global Studies 101

All students wishing to pursue the concentration should take a section of Global Studies 101 early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

TRACKS

After taking Global Studies 101, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

Area Tracks

African Studies

East Asian Studies

Latin American Studies

Middle Eastern Studies

Russian and Eurasian Studies

South and Southeast Asian Studies

Thematic Tracks

Borders, Exile and Diaspora Studies

Economic Development Studies

Urbanizing World

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

Senior Exercise

All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators' disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant

department or in the context of a shared seminar sponsored by the Global Studies program. Concentrators present their final senior exercise in class or in a Global Studies colloquium, or in both.

Concentrators must also take a comparative course—that is, a course that might not cover material directly dealing with the track, but would enrich a student's engagement through comparative inquiry.

Honors

A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

Study Away, Research, and Internships

Although not a requirement, study away, research, and/or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

FAQ

Students MUST contact department/program BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, but students should not expect to get more than 3 study abroad courses counted towards the concentration.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Typically the Introduction to Global Studies and the senior exercise cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

Note: as course offerings change every year, students should feel free to check with the Program Chair to see if courses not listed below might count as electives.

AREA TRACKS

African Studies

[AFR 200\(F, S\)Introduction to Africana Studies](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[ARTH 259 / AFR 259 / ARAB 259\(S\)Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World](#)

Taught by: TBA

[Catalog details](#)

[BIOL 134 / ENVI 134\(F\)The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(S\)African Dance and Percussion](#)

Taught by: [Sandra Burton, Tendai Muparutsa](#)
[Catalog details](#)
[DANC 202 / AFR 206 / MUS 221\(F\)African Dance and Percussion](#)

Taught by: [Sandra Burton, Tendai Muparutsa](#)
[Catalog details](#)
[ECON 204 / ENVI 234\(S\)Economics of Developing Countries](#)

Taught by: [Michael Samson](#)
[Catalog details](#)
[MUS 120 / AFR 113Musics of Africa](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[MUS 222 / AFR 223\(F\)Politics of Performance/Performing Politics in Contemporary Africa](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)
[PSCI 243 / AFR 256Politics of Africa](#)

Taught by: [Ngonidzashe Munemo](#)
[Catalog details](#)
[RLFR 203 / AFR 204 / COMP 282Introduction to Francophone Literatures](#)

Taught by: [Sophie Saint-Just](#)
[Catalog details](#)
[RLFR 309 / AFR 307Contemporary Short Stories from North Africa](#)

Taught by: [Katarzyna Pieprzak](#)
[Catalog details](#)

East Asian Studies

[ARTH 103 / ASST 103\(S\)Asian Art Survey: From the Land of the Buddha to the World of the Geisha](#)

Taught by: [Ju-Yu Scarlett Jang](#)
[Catalog details](#)
[ARTH 270 / ASST 270Visual Arts of Japan](#)

Taught by: [Ju-Yu Scarlett Jang](#)
[Catalog details](#)
[ARTH 274 / ARTS 274 / ASST 274\(S\)Chinese Calligraphy: Theory and Practice](#)

Taught by: [Ju-Yu Scarlett Jang](#)
[Catalog details](#)
[CHIN 223 / ANTH 223Ethnic Minorities in China: Past and Present](#)

Taught by: [Li Yu](#)
[Catalog details](#)
[COMP 255 / ASST 253Love and Death in Modern Japanese Literature](#)

Taught by: [Christopher Bolton](#)
[Catalog details](#)
[COMP 264 / ASST 254The End of the World in Japanese Literature and Visual Culture](#)

Taught by: TBA
[Catalog details](#)
[COMP 266 / ASST 266\(S\)Confession and Deception in Japanese Literature](#)

Taught by: [Christopher Bolton](#)
[Catalog details](#)
[HIST 115 / ASST 115\(F\)The World of the Mongol Empire](#)

Taught by: [Anne Reinhardt](#)
[Catalog details](#)
[HIST 121 T / ASST 121The Two Koreas](#)

Taught by: [Eiko Maruko Siniawer](#)
[Catalog details](#)
[HIST 212 / ASST 212Transforming the "Middle Kingdom": China, 2000 BCE-1600](#)

Taught by: [Anne Reinhardt](#)
[Catalog details](#)
[HIST 213 / ASST 213\(S\)Modern China, 1600-Present](#)

Taught by: [Anne Reinhardt](#)
[Catalog details](#)
[HIST 217 / ASST 217\(F\)Early Modern Japan](#)

Taught by: [Eiko Maruko Siniawer](#)
[Catalog details](#)
[HIST 218 / ASST 218Modern Japan](#)

Taught by: [Eiko Maruko Siniawer](#)
[Catalog details](#)
[HIST 319 / ASST 319 / WGSS 319Gender and the Family in Chinese History](#)

Taught by: [Anne Reinhardt](#)
[Catalog details](#)
[HIST 321 / ASST 321History of U.S.-Japan Relations](#)

Taught by: [Eiko Maruko Siniawer](#)
[Catalog details](#)
[JAPN 276 / COMP 278Premodern Japanese Literature and Performance](#)

Taught by: TBA
[Catalog details](#)
[PSCI 247Political Power in Contemporary China](#)

Taught by: [George Crane](#)
[Catalog details](#)
[PSCI 345Cosmology and Rulership in Ancient Chinese Political Thought](#)

Taught by: [George Crane](#)
[Catalog details](#)
[PSCI 354 / ASST 245 / HIST 318\(F\)Nationalism in East Asia](#)

Taught by: [George Crane](#)
[Catalog details](#)
[REL 250 / ASST 250Scholars, Saints and Immortals: Virtue Ethics in East Asia](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)
[REL 256 / ANTH 256 / ASST 256 / WGSS 256Buddhism, Sex, & Gender: #MeToo Then and Now](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)
[THEA 262 / COMP 262Japanese Theatre and its Contemporary Context](#)

Taught by: TBA
[Catalog details](#)

Latin American Studies

[AFR 248 / HIST 248The Caribbean: From Slavery to Independence](#)

Taught by: [Shanti Singham](#)
[Catalog details](#)
[HIST 242\(F\)Latin America From Conquest to Independence](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)
[HIST 243Modern Latin America, 1822 to the Present](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)
[HIST 346 / AFR 346\(S\)Modern Brazil](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)
[HIST 347Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)
[PSCI 266The United States and Latin America](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[PSCI 349 T\(S\)Cuba and the United States](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[PSCI 351 / GBST 351The New Left and Neoliberalism in Latin America](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[PSCI 352 / GBST 352Politics in Mexico](#)

Taught by: [James Mahon](#)
[Catalog details](#)
[RLSP 203\(F\)From Modernismo to El Boom de la Novela](#)

Taught by: [Gene Bell-Villada](#)
[Catalog details](#)
[RLSP 205 / COMP 205The Latin-American Novel in Translation](#)

Taught by: [Gene Bell-Villada](#)
[Catalog details](#)
[RLSP 308\(S\)The Subject of Empire: Race, Gender and Power in the Colonial Era](#)

Taught by: TBA
[Catalog details](#)

Middle Eastern Studies

[ANTH 210 / ARAB 210 / GBST 210 / HIST 210 / REL 240](#)The Challenge of ISIS

Taught by: [David Edwards](#)

[Catalog details](#)

[ARAB 331 / COMP 332](#)Popular Culture in the Arab World: Youth, Populism, and Politics

Taught by: [Amal Egeiq](#)

[Catalog details](#)

[ARAB 368 / COMP 368 / WGSS 368](#)Arab Women Writers: Remapping Urban Narratives

Taught by: [Amal Egeiq](#)

[Catalog details](#)

[ARTH 220](#)Sacred Spaces of Islam

Taught by: [Holly Edwards](#)

[Catalog details](#)

[ARTH 278 / ARAB 278](#)The Golden Road to Samargand

Taught by: [Holly Edwards](#)

[Catalog details](#)

[GBST 222 / LEAD 222 / PSCI 222 / HIST 396\(S\)](#)Great Powers in the Middle East: The Continuing Battle over Oil, Trade Routes, and God

Taught by: [Bruce Rutherford](#)

[Catalog details](#)

[HIST 111 / ARAB 111 / LEAD 150](#)Movers and Shakers in the Middle East

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239\(F\)](#)The Modern Middle East

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[HIST 212 / ASST 212](#)Transforming the "Middle Kingdom": China, 2000 BCE-1600

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 310 / ARAB 310](#)Iraq and Iran in the Twentieth Century

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[HIST 409 / ARAB 409 / GBST 409\(F\)](#)Crescent, Cross, and Star: Religion and Politics in the Middle East

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[HIST 480 T / ARAB 480 / GBST 480 / JWST 480](#)Interpretations of the Israeli Palestinian Conflict

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[PSCI 268](#)Israeli Politics

Taught by: [Michael MacDonald](#)

[Catalog details](#)

Russian and Eurasian Studies

[RUSS 203 / COMP 203\(F\)](#)Nineteenth-Century Russian Literature: Rebels and Rebellion

Taught by: [Vladimir Ivantsov](#)

[Catalog details](#)

[RUSS 204 / COMP 204](#)Russia's Long Revolution: a Survey of Twentieth- and Twenty-First-Century Russian Culture

Taught by: [Jason Cieply](#)

[Catalog details](#)

[RUSS 213 / GBST 213 / WGSS 214 / COMP 257\(F\)](#)Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's

[Russia](#)

Taught by: [Julie Cassidy](#)

[Catalog details](#)

[RUSS 275 / COMP 287](#)Russian and Soviet Cinema

Taught by: [Julie Cassidy](#)

[Catalog details](#)

[RUSS 306 / COMP 306\(S\)](#)Tolstoy and the Meaning of Life

Taught by: [Julie Cassidy](#)

[Catalog details](#)

South and Southeast Asia Studies

[ANTH 233 / ASST 233 / REL 253](#)Spiritual Crossroads: Religious Life in Southeast Asia

Taught by: [Peter Just](#)

[Catalog details](#)

[ANTH 269 T / ASST 269 / REL 269 / STS 269\(F, S\)Mindsight: Mindfulness and Medicine](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)

[ECON 240 TColonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)
[Catalog details](#)

[HIST 117 / ASST 117 / GBST 117\(S\)Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[HIST 220 / ASST 222\(S\)History and Society in India and South Asia: c. 2000 to 1700s CE](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[HIST 221 / ASST 221 / GBST 221\(F\)The Making of Modern South Asia: 1750-1950 CE](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[HIST 388\(F\)Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)

[HIST 391 / ASST 391 / GBST 391When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[HIST 488 T / REL 388 / ASST 488 / GBST 488Gandhi: Nationalism, Philosophy, and Legacy](#)

Taught by: [Aparna Kapadia](#)
[Catalog details](#)

[REL 246 T / ANTH 246 / ASST 246 / WGSS 246\(F, S\)India's Identities: Nation,Community, & Individual](#)

Taught by: [Kim Gutschow](#)
[Catalog details](#)

[REL 255 / ANTH 255 / ASST 255Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

THEMATIC TRACKS

Borders, Exile and Diaspora Studies

[COMP 242 / AMST 242 / ENGL 250Americans Abroad](#)

Taught by: [Soledad Fox](#)
[Catalog details](#)

[COMP 369 / HIST 306 / ARAB 369 / GBST 369Indigenous Narratives: From the Fourth World to the Global South](#)

Taught by: [Amal Egeig](#)
[Catalog details](#)

[GERM 316"Wer ist wir?": Recent Debates over Multiculture in Germany](#)

Taught by: [Helga Druxes](#)
[Catalog details](#)

[HIST 380Comparative American Immigration History](#)

Taught by: [Scott Wong](#)
[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205Chicana/o Film and Video](#)

Taught by: [C. Ondine Chavoya](#)
[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)

[LATS 386 / HIST 386 / WGSS 386Latinas in the Global Economy: Work, Migration, and Households](#)

Taught by: [Carmen Whalen](#)
[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411\(F\)Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)

[LATS 471 / HIST 471Comparative Latina/o Migrations](#)

Taught by: [Carmen Whalen](#)
[Catalog details](#)

[PSCI 225 / LEAD 225\(F\)International Security](#)

Taught by: [Galen E Jackson](#)
[Catalog details](#)

[RLFR 203 / AFR 204 / COMP 282Introduction to Francophone Literatures](#)

Taught by: [Sophie Saint-Just](#)
[Catalog details](#)

Economic Development Studies

[ECON 204 / ENVI 234\(S\)Economics of Developing Countries](#)

Taught by: [Michael Samson](#)
[Catalog details](#)

[ECON 215 / GBST 315Globalization](#)

Taught by: [Will Olney](#)
[Catalog details](#)

[ECON 219 TGlobal Economic History](#)

Taught by: [Steven Nafziger](#)
[Catalog details](#)

[ECON 360Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)
[Catalog details](#)

[ECON 362\(S\)Global Competitive Strategies](#)

Taught by: [Michael Fortunato](#)
[Catalog details](#)

[ECON 501\(F\)Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)
[Catalog details](#)

[ECON 504\(F\)Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)
[Catalog details](#)

[ECON 505\(F\)Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)
[Catalog details](#)

[ECON 510 / ECON 352\(S\)Financial Development and Regulation](#)

Taught by: [Gerard Caprio](#)
[Catalog details](#)

[ECON 515 / ECON 359\(S\)Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Kenneth Kuttner](#)
[Catalog details](#)

[ECON 516 / ECON 366International Trade and Development](#)

Taught by: [Will Olney](#)
[Catalog details](#)

[ECON 535 TInternational Financial Institutions](#)

Taught by: [Edwin Truman](#)
[Catalog details](#)

[ECON 537 TDeveloping Money and Capital Markets](#)

Taught by: [Eli Remolona](#)
[Catalog details](#)

[POEC 401\(F\)Contemporary Problems in Political Economy](#)

Taught by: [David Zimmerman](#)
[Catalog details](#)

[PSCI 229Global Political Economy](#)

Taught by: [Darel Paul](#)
[Catalog details](#)

Urbanizing World

[ANTH 216 T / GBST 216Urbanism in the Ancient World](#)

Taught by: [Antonia Foias](#)
[Catalog details](#)

[ENVI 101\(F\)Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Pia Kohler](#), [Laura Martin](#), [April Merleaux](#)
[Catalog details](#)

[LATS 220 / AMST 221 / ENVI 221Introduction to Urban Studies: Shaping and Living the City](#)

Taught by: [Mérida Rúa](#)
[Catalog details](#)

[LATS 312 / AMST 312 / ENVI 313Chicago](#)

Taught by: [Mérida Rúa](#)
[Catalog details](#)

[RLFR 316 / WGSS 315Paris on Fire: Incendiary Voices from the City of Light \(1830-2015\)](#)

Taught by: [Brian Martin](#)
[Catalog details](#)
[SOC 216The City](#)

Taught by: [Marketa Rulikova](#)
[Catalog details](#)
[SOC 315Culture, Consumption and Modernity](#)

Taught by: [Olga Shevchenko](#)
[Catalog details](#)

GBST 101 (S) America and the World

Cross-listings: PSCI 120 GBST 101 LEAD 120

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 120 (D2) GBST 101 (D2) LEAD 120 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

GBST 101 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

GBST 101 (F) Democracy and the State: A Comparative Study

Cross-listings: GBST 101 PSCI 150

Primary Cross-listing

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 101 (D2) PSCI 150 (D2)

Not offered current academic year

GBST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Aparna Kapadia

GBST 210 (S) The Challenge of ISIS

Cross-listings: HIST 210 ANTH 210 GBST 210 ARAB 210 REL 240

Secondary Cross-listing

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

GBST 211 (S) Transitions to Democracy

Cross-listings: PSCI 213 GBST 211

Primary Cross-listing

Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 213 (D2) GBST 211 (D2)

Not offered current academic year

GBST 212 (F) Foundations of China

Cross-listings: ANTH 212 REL 218 HIST 214 GBST 212 CHIN 214

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 212 (D1) REL 218 (D1) HIST 214 (D1) GBST 212 (D2) CHIN 214 (D1)

Attributes: HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

GBST 214 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

GBST 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from

different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

GBST 216 (S) Urbanism in the Ancient World

Cross-listings: GBST 216 ANTH 216

Secondary Cross-listing

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores; or majors in Anthropology or Sociology

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 216 (D2) ANTH 216 (D2)

Attributes: GBST Urbanizing World Electives

Not offered current academic year

GBST 221 (F) The Making of Modern South Asia: 1750-1950 CE

Cross-listings: GBST 221 ASST 221 HIST 221

Secondary Cross-listing

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: discussion

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 221 (D2) ASST 221 (D2) HIST 221 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

GBST 222 (S) Great Powers in the Middle East: The Continuing Battle over Oil, Trade Routes, and God

Cross-listings: PSCI 222 GBST 222 HIST 396 LEAD 222

Primary Cross-listing

Perhaps more than any other region, the Middle East has been shaped by the involvement of external great powers. This course explores the motives, strategies, and impacts of this involvement. We begin by studying the Christian Crusades from the 11th through the 13th centuries. We then focus on the modern period, starting with French/British competition in the early- and mid-19th century; French/British/Russian competition from the late 19th century through the end of WWII; US/USSR competition during the cold war; the current competition among the US, Russia, and China; and the great power transition that is likely to unfold over the next 20 years, as the US role in the region declines and China's role expands. Through our readings and discussions, we will examine several themes: What motivates great powers to venture into the Middle East? How do they view the local populations and interact with them? What impacts do they have on the politics, economies, societies, and cultures of the region? What can contemporary leaders of great powers learn from this history, and how can their policies be adjusted to bring greater prosperity and peace to the region? In addition to gaining greater knowledge of the long and varied involvement of great powers in the Middle East, students will also gain experience applying the disciplinary insights of history, sociology, and political science to this complex region.

Requirements/Evaluation: Class participation, a mid-term exam, and two 6- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators in the Middle Eastern studies track, Political Science majors in the International Relations concentration, History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 222 (D2) GBST 222 (D2) HIST 396 (D2) LEAD 222 (D2)

Attributes: GBST Middle Eastern Studies Electives PSCI International Relations Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bruce Rutherford

GBST 228 (S) Performance Practices of Global Youth Cultures

Cross-listings: GBST 228 THEA 228

Secondary Cross-listing

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined "youth" by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

Class Format: reading and discussion

Requirements/Evaluation: includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: seniors and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 228 (D1) THEA 228 (D1)

Spring 2020

SEM Section: 01 M 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Shanti Pillai

GBST 230 (F) Who was Muhammad?

Cross-listings: REL 230 GBST 230 ARAB 230

Secondary Cross-listing

Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the "facts" of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslim biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad's life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar

Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 230 (D2) GBST 230 (D2) ARAB 230 (D2)

Not offered current academic year

GBST 234 (F) What is Islam? (DPE)

Cross-listings: ARAB 234 GBST 234 REL 234 HIST 208

Secondary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 234 (D2) GBST 234 (D2) REL 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

GBST 236 (S) Reading the Qur'an

Cross-listings: ARAB 236 COMP 213 GBST 236 REL 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 236 (D2) COMP 213 (D1) GBST 236 (D2) REL 236 (D2)

Not offered current academic year

GBST 241 (S) History of Sexuality

Cross-listings: GBST 241 REL 241 HIST 292 WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 241 (D2) REL 241 (D2) HIST 292 (D2) WGSS 239 (D2)

Not offered current academic year

GBST 244 (S) Mediterranean Journeys (DPE)

Cross-listings: GBST 244 COMP 244

Secondary Cross-listing

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhous, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Criales, Godard).

Requirements/Evaluation: weekly writing assignments, midterm and final exams, final paper, oral presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 244 (D1) COMP 244 (D1)

Difference, Power, and Equity Notes: Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Not offered current academic year

GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE)

Cross-listings: RUSS 248 GBST 247 SOC 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference

emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 248 (D1) GBST 247 (D2) SOC 248 (D2)

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Not offered current academic year

GBST 312 (F) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: HIST 312 ASST 312 REL 312 GBST 312

Secondary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 312 (D2) ASST 312 (D2) REL 312 (D2) GBST 312 (D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

GBST 315 (S) Globalization

Cross-listings: ECON 215 GBST 315

Secondary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: discussion

Requirements/Evaluation: problem sets, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 215 (D2) GBST 315 (D2)

Attributes: GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Not offered current academic year

GBST 322 (F) Trash

Cross-listings: GBST 322 ANTH 322 ENVI 322

Secondary Cross-listing

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors and juniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 322 (D2) ANTH 322 (D2) ENVI 322 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

GBST 326 (S) Security in Africa

Cross-listings: GBST 326 PSCI 326

Secondary Cross-listing

Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.

Requirements/Evaluation: short blog posts; research paper sections throughout semester; final research paper (15-20 pages); class participation

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 326 (D2) PSCI 326 (D2)

Attributes: PSCI International Relations Courses PSCI Research Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Phoebe G. Donnelly

GBST 341 (S) Caste, Race, Hierarchy

Cross-listings: ANTH 341 AFR 341 ASST 341 GBST 341

Secondary Cross-listing

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 341 (D2) AFR 341 (D2) ASST 341 (D2) GBST 341 (D2)

Not offered current academic year

GBST 345 (S) Wonderland(s): *Alice* in Translation

Cross-listings: COMP 345 ENGL 365 GBST 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?"

The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there is the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866:

"Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamentu, Braille, and Emoji, *Alice* continues to delight children and adults all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, rewriting, faithfulness, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Class Format: some Friday workshops

Requirements/Evaluation: active and substantive class participation; leading discussion; frequent short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction, or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 345 (D1) ENGL 365 (D1) GBST 345 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE)

Cross-listings: GBST 351 PSCI 351

Secondary Cross-listing

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: discussion then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 351 (D2) PSCI 351 (D2)

Difference, Power, and Equity Notes: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

Attributes: GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

GBST 352 (F) Politics in Mexico (DPE)

Cross-listings: GBST 352 PSCI 352

Secondary Cross-listing

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: discussion then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

GBST 356 (S) The Myth of Venice and its Modern Aftermath

Cross-listings: ENGL 358 GBST 356 COMP 356

Secondary Cross-listing

The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yonjin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo

Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and *Death in Venice* and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project

Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 358 (D1) GBST 356 (D2) COMP 356 (D1)

Not offered current academic year

GBST 358 (S) Religion and Law (DPE)

Cross-listings: GBST 358 REL 358

Secondary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 358 (D2) REL 358 (D2)

Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Not offered current academic year

GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South

Cross-listings: GBST 369 COMP 369 HIST 306 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will

consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5- to 7-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D1) COMP 369 (D1) HIST 306 (D2) ARAB 369 (D1)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean

Cross-listings: GBST 391 ASST 391 HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

GBST 397 (F) Independent Study: International Studies

Global Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James E. Mahon

GBST 398 (S) Independent Study: International Studies

International Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James E. Mahon

GBST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East

Cross-listings: ARAB 409 HIST 409 GBST 409

Secondary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation: class participation and a 25-page research paper

Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

Enrollment Limit: 19

Enrollment Preferences: History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 409 (D2) HIST 409 (D2) GBST 409 (D2)

Attributes: GBST Middle Eastern Studies Electives JWST Elective Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

GBST 420 (S) Architecture and Sustainability in a Global World

Cross-listings: GBST 420 ARTH 420 ENVI 420 EXPR 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. Students will also travel to South Africa during Spring Break to

participate in a township sustainability project. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: with travel component

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

Prerequisites: none, although a course in art/architectural history would be advantageous; registered students will also be required to submit an online application provided by the instructor before enrollment in the course is confirmed

Enrollment Limit: 6

Enrollment Preferences: Art History majors, Environmental Studies majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: travel funds will be provided by a Class of 1963 Sustainability development grant

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 420 (D1) ARTH 420 (D1) ENVI 420 (D1) EXPR 420 (D1)

Not offered current academic year

GBST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE)

Cross-listings: GBST 480 ARAB 480 JWST 480 HIST 480

Secondary Cross-listing

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 480 (D2) ARAB 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict through the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Not offered current academic year

GBST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy

Cross-listings: GBST 488 HIST 488 REL 388 ASST 488

Secondary Cross-listing

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known

today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: five to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 488 (D2) HIST 488 (D2) REL 388 (D2) ASST 488 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not offered current academic year

GBST 491 (F) Senior Honors Project: International Studies

International Studies senior honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA James E. Mahon

GBST 492 (S) Senior Honors Project: International Studies

International Studies senior honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA James E. Mahon

Winter Study -----

GBST 30 (W) Sr Proj: Global Studies

To be taken by candidates for honors in Global Studies.

Class Format: honors project

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA James E. Mahon

GBST 31 (W) Senior Thesis: Global Studies

Global Studies senior thesis.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA James E. Mahon

GBST 99 (W) Indep. Study: Global Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA James E. Mahon

CLASSICS (Div I)

GREEK

Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not

including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with

some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Sarah E. Olsen

CLGR 102 (S) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, and a final exam

Prerequisites: CLGR 101 or permission of department

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLGR 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Kerry A. Christensen

CLGR 201 (F) Intermediate Greek

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Class Format: recitation/discussion

Requirements/Evaluation: classroom participation, quizzes, tests, and a final exam

Prerequisites: CLGR 101-102 or two years of Greek in secondary school

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Kerry A. Christensen

CLGR 401 (S) Homer: The Iliad

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and

prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Sarah E. Olsen

CLGR 402 (S) Homer: The Odyssey

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

Requirements/Evaluation: class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 404 (S) Tragedy

Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

Class Format: recitation and discussion

Requirements/Evaluation: contributions to class, several 1- to 2-page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 4-5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 405 (F) Greek Lyric Poetry

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 409 (F) Plato

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (*Symposium*, *Phaedo*, *Republic*, *Phaedrus*), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

Expected Class Size: 5-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 412 (F) Herodotus

This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLGR 414 (F) Thucydides

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

Requirements/Evaluation: class preparation and participation, a midterm exam, a final paper, and a final translation exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Kerry A. Christensen

Winter Study -----

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Edan Dekel

HISTORY (Div II)

Chair: Professor Anne Reinhardt

- Magnús T. Bernhardtsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
- Alexander Bevilacqua, Assistant Professor of History
- Casey D. Bohlen, Visiting Assistant Professor of History and Religion; affiliated with: Religion Department
- Jessica Chapman, Associate Professor of History; on leave Spring 2020
- Christine DeLucia, Assistant Professor of History
- Charles B. Dew, Ephraim Williams Professor of American History; on leave Spring 2020
- Sara Dubow, Professor of History
- Alexandra Garbarini, Professor of History
- Aparna Kapadia, Associate Professor of History; affiliated with: Asian Studies Department
- Roger A. Kittleson, Professor of History; affiliated with: Latina/o Studies Program
- Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History
- Gretchen Long, Professor of History, Faculty Fellow of the Davis Center and the Office of Institutional Diversity and Equity; affiliated with: The Davis Center, VP-InstDivrstyEquity&Inclusion
- Maud Mandel, President, Professor of History; affiliated with: History Department
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department
- Karen R. Merrill, Frederick Rudolph '42 - Class of 1965 Professor of American Culture
- Anne Reinhardt, Chair and Professor of History
- Eiko Maruko Siniawer, Professor of History; affiliated with: Asian Studies Department; on leave Spring 2020
- Yana Skorobogatov, Assistant Professor of History
- Tyran K. Steward, Assistant Professor
- Matthew Swagler, Visiting Assistant Professor of History
- Benjamin Twagira, Assistant Professor
- Chris Waters, Hans W. Gatzke '38 Professor of Modern European History
- Carmen T. Whalen, Interim Director of the Davis Center, Carl W. Vogt '58 Professor of History; affiliated with: History Department, Latina/o Studies Program
- Scott Wong, Charles R. Keller Professor of History

GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The

different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492, 495): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East: 102-111, 202-211, 302-311, 402-411

Asia: 112-121, 212-221, 312-321, 412-421

Europe and Russia: 122-141, 222-241, 322-341, 422-441

Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451

United States: 152-191, 252-291, 352-387, 452-471

Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department's administrative assistant.

THE MAJOR

The major consists of at least nine semester courses as follows:

Required Courses in the Major

One Major Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

Elective Courses

Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

Group E: The History of the Middle East

Group F: The History of the United States and Canada

Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.

Concentration In The Major

Students are encouraged, in consultation with their advisors, to design a concentration within the History major. A concentration should consist of at least three courses that are linked by common themes, geography, or time period. Only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. Courses taken abroad may be included in the concentration with the approval of the department chair.

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as their thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member's agreement to serve as their thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students' continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the

year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department's thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of their thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on "Historiography: Tacitus to Weber" that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. The maximum number of credits is three.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. I'm not quite sure that I understand what "type" means here—the courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Programme) and a 400-level seminar or tutorial.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None recently.

HIST 102 (F) West Africa through Women's Voices (DPE) (WS)

Cross-listings: WGSS 102 HIST 102

Primary Cross-listing

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 102 (D2) HIST 102 (D2)

Writing Skills Notes: Students will write short papers (2 pages) each week in response to a prompt about the assigned reading. Instructor will provide feedback on argument and content for each paper, with suggestions for improvement. Students will also write a 10-page review of a recent novel that integrates historical research. The review project will be broken down into multiple drafts throughout the semester, with feedback provided by the instructor and peers.

Difference, Power, and Equity Notes: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equip students to understand how women in West Africa have understood and responded to structures of power and inequality. Students analyze how historical narratives change when marginalized actors are prioritized.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

HIST 103 (F) Growing up in Africa/Growing up African (DPE) (WS)

Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority--responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s--and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans' experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will

be revised and resubmitted

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.

Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

Attributes: HIST Group A Electives - Africa

Fall 2019

TUT Section: T1 TBA Matthew Swagler

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Primary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

HIST 111 (F) Movers and Shakers in the Middle East

Cross-listings: HIST 111 ARAB 111 LEAD 150

Primary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 111 (D2) ARAB 111 (D2) LEAD 150 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

HIST 115 (F) The World of the Mongol Empire (WS)

Cross-listings: HIST 115 ASST 115

Primary Cross-listing

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

Requirements/Evaluation: active participation in discussion, several short papers, and a final research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 115 (D2) ASST 115 (D2)

Writing Skills Notes: Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 117

Primary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Aparna Kapadia

HIST 121 (F) The Two Koreas (WS)

Cross-listings: ASST 121 HIST 121

Primary Cross-listing

The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 121 (D2) HIST 121 (D2)

Writing Skills Notes: In this tutorial, students receive substantial feedback from the professor (and from their partner) both in the sessions and in written comments about all aspects of their writing--argumentation, structure, mechanics. Such feedback is offered on five papers (of 5-7 pages in length) that they write over the course of the semester; they can also elect to receive comments on their final, synthetic paper (12-15 pages in length). Significant guidance is also given on the paper-writing process.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

HIST 134 (S) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for the East and Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; final research paper

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Alexandra Garbarini

HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

Requirements/Evaluation: attendance and participation; three short analytical papers; a final research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)

Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Requirements/Evaluation: participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)

Prerequisites: first-year or sophomore standing

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two document analyses (750 words) and two guided research essays (5 pages), all of which will be letter-graded and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus and a rough draft will be required in advance of submission of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Chris Waters

HIST 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: HIST 140 RUSS 140

Primary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 140 (D2) RUSS 140 (D1)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

TUT Section: T1 TBA Yana Skorobogatov

HIST 143 (F) Soccer and History in Latin America: Making the Beautiful Game (WS)

This course examines the rise of soccer (*fútbol/futebol*) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Requirements/Evaluation: class participation, a series of short papers, and an 8- to 10-page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three 3-page papers on set topics. They will revise the first of these. Topics involve interpreting different kinds of sources as well as conflicting arguments. They will also write an 8- to 10-page research paper, with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of

racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

HIST 153 (S) Establishment & Exercise: Religion and the Constitution in the United States

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This 100-level tutorial examines the constitutional history of conflicts over religion in the United States, and asks how the law has weighed religious freedom against other cultural values, legal rights, and social needs. This course will consider the following questions: How has the interpretation of the First Amendment's religious clauses changed over time? What happens when the establishment clause and free exercise clause come into conflict with each other? Is the American state secular? What is the difference between religious beliefs and moral beliefs? How have constitutional arguments about religion intersected with social movements and political culture? Topics will include: the origins and early interpretations of the religion clauses; the changing scope of constitutional protections for the beliefs and practices of religious minorities; controversies over religion in schools, workplaces, and public spaces; debates about tax exemptions for religious organizations; the rights of conscientious objectors; and the emerging conflicts between claims for religious liberty and anti-discrimination laws. This course examines the ways these conflicts illuminate tensions between the competing values of equality and liberty, and interrogates the ways that the very act of legal decision-making defines the boundaries of what counts as religion.

Class Format: tutorial

Requirements/Evaluation: weekly essays

Prerequisites: First-Year Students, and then Sophomores

Enrollment Limit: 10

Enrollment Preferences: First-Year Students, and then Sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

HIST 154 (S) History of American Feminisms (DPE) (WS)

Cross-listings: HIST 154 WGSS 154

Primary Cross-listing

This class studies the historical development of feminist movements and ideas in the United States from the women's rights movement in the 19th century to the present. The class will examine how diverse groups of activists organized for and understood the goal of women's and/or gender equality, focusing especially on the ways that race, class, and sexual identity intersected with political demands over time. This is a writing intensive class in which students will have the chance to analyze historical documents, assess scholarly studies of feminism, and conduct original research.

Requirements/Evaluation: participation; three 5-page essays; one longer research paper due at the end of the semester with a research precis, annotated bibliography, and draft due earlier

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 154 (D2) WGSS 154 (D2)

Writing Skills Notes: Three 5-page essays evenly spaced throughout the semester; one longer research paper (10 pages) due at the end of the semester with a research precis, annotated bibliography, and draft due earlier. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Looking historically at the ways that activists have mobilized to address sex-based inequalities and for social justice, this class examines ways that gender identities intersect with race, class, and sexual identity. The course encourages thoughtful discussion about how difference works historically, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 155 (F) School Wars (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

TUT Section: T1 TBA Sara Dubow

TUT Section: T2 TBA Sara Dubow

HIST 156 (F) The Manifesto in U.S. Politics (WS)

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across different historical junctures in the U.S., frequent short essay assignments, and an original research project of students' own choosing.

Requirements/Evaluation: three graded essays (3-5 pages each), handed in as drafts, given comments, with time for revision; 3-5 ungraded assignments; one graded, final research paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate doing short graded and ungraded assignments in the first eight weeks of the class: the three graded assignments (3-5 pages in length) each will involve first a draft, and then a revision based on comments; the 3-5 ungraded assignments are either informal responses to the reading or discussion questions. Students also will write their own manifestos. The last month will focus on gaining the library skills to do a small research project (6-8 pages).

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Karen R. Merrill

HIST 157 (S) 1960s and U.S. History (WS)

Cross-listings: HIST 157 AMST 157

Primary Cross-listing

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

Requirements/Evaluation: two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation

Prerequisites: first-years

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 157 (D2) AMST 157 (D2)

Writing Skills Notes: Precise and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

HIST 162 (S) Unfamous Women, USA (DPE)

How do historians write and discover the lives of American women who never ran for office, led social movements, or married famous men? What sorts of lives did they lead? In what ways did they respond to the social and political upheavals of their age? How do historians unearth everyday experiences? Are the stakes different when we attempt to tell the stories of people whose lives make little mark on official letters. We will read social and cultural U.S. women's history, looking at urban working class women, enslaved women, rural farmers and wives, immigrant women from Europe and the Caribbean. Tutorial pairs will spend at least one week investigating sources in the Chapin Library and perhaps looking at visual art at Williams College Museum of Art.

Requirements/Evaluation: students will write papers (4-6 pages) roughly every other week, students will also write one page critiques, students will make a formal oral presentation one week

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course investigates women whose lack of political, economic and cultural power has persisted into the historical record. We will consciously think and write about the role of historians in recovering lives and stories. How much of someone's story can we really tell? How far should historians go in deploying peoples scanty records to make an intellectual argument?

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 164 (S) Slavery in the American South (WS)

Cross-listings: HIST 164 AFR 164 AMST 165

Primary Cross-listing

This writing intensive seminar will focus on slavery in the southern United States--one of the most difficult and challenging subjects in this country's history. After looking at several different approaches to North American slavery and examining in depth two of the key primary sources for the study of this institution, students will select an aspect of slavery for intensive research. The rich sources of the Chapin and Sawyer Libraries will be examined to show students the extensive body of materials available on campus for their research projects. Separate class sessions on approaches to research and available research materials held with Lori DuBois, Sawyer reference librarian, and Wayne Hammond, Chapin librarian. Instructor holds individual meetings with each student to help them with the selection of a viable research topic.

Requirements/Evaluation: class discussion, weekly reading summaries, and final 8- to 10-page research paper; in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 164 (D2) AFR 164 (D2) AMST 165 (D2)

Writing Skills Notes: 2- to 3-page summary of class reading assignment for that day; students invited to come in to discuss weekly reading summaries before or after submission, or both. An 8- to 10-page research paper due at end of term. Rough draft of research paper required, individual conferences held with each student on their rough draft prior to submission of final version of their research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 165 (F) The Age of McCarthy: American Life in the Shadow of the Cold War (WS)

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Requirements/Evaluation: class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write several short essays (2-4 pages each) as well as a final research paper (10-12 pages). Over the course of the semester, students will submit a research proposal as well as several working drafts of the final research paper. These drafts will be discussed in small group workshops, including the professor. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Jessica Chapman

HIST 167 (F) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AMST 167 AFR 167 HIST 167

Primary Cross-listing

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 167 (D2) AFR 167 (D2) HIST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will

receive from the instructor timely comments on their writing skills, with suggestions for improvement."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Gretchen Long

HIST 203 (F) Introduction to African History, 1800-Present (DPE)

This survey explores some of the major themes in the history of continental Africa since 1800. While prominent figures and major events will be covered, the course emphasizes the experience of African women and other groups of people who often faced marginalization at various points over the past two centuries. To paint a richer picture of this expansive history, historical scholarship will be studied alongside autobiographical testimonies, films, songs, music videos, and podcasts. The beginning of the course looks at the extremely diverse political, social, and cultural conditions that shaped the lives of people in Africa in the nineteenth century. Particular attention will be paid to the changes brought about during this time by the slave trades, the spread of Islam, and new forms of African political organization. The second section shifts to look at the impact of European imperialism and African responses to the imposition of colonial rule. We will examine how colonialism produced major changes in African societies, even as colonial authorities often insisted that Africans remain locked within a mythical, unchanging past. The third section of the course turns to the rise of anti-colonial struggles and the fall of formal colonialism and apartheid in Africa from the 1950s to 1990s. Lastly, we will assess the trajectories of postcolonial African societies, examining contemporary issues such as new expressions of religious faith, conflicts over wealth inequality and political power, cultural decolonization, and changing health and environmental realities in the twenty-first century.

Class Format: discussion

Requirements/Evaluation: three essays of 5-7 pages spaced evenly throughout the semester, a map quiz, discussion participation

Prerequisites: none; no prior knowledge of African history required; open to all students

Enrollment Limit: 40

Enrollment Preferences: students interested in History or Africana Studies

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the inequalities produced in Africa (and globally) by the international trade in African captives and later, the new structures of power and exploitation established under colonial rule. The class explores how race, gender, class, ethnicity, and religion were pivotal to these forms of inequality in Africa, many of which persist today.

Attributes: HIST Group A Electives - Africa

Fall 2019

LEC Section: 01 W 7:00 pm - 9:40 pm Matthew Swagler

HIST 204 (S) Anti-Colonialism & Social Movements in Africa Since World War II (DPE)

This discussion-based survey introduces African-led social and political struggles that have aimed to create more just and equitable societies on the continent over the past eighty years. We begin with the anti-colonial and nationalist movements that flourished during and after Second World War and eventually brought about an end to formal colonial rule across the continent. This decolonization took place over many decades, and intertwined with this history, we look at popular and artistic struggles that sought to change the practices of independent governments in Africa, as well as confront intervening forces—from the International Monetary Fund to regional militias. The last section of the course examines movements since the 1990s for democratic rights, access to health and environmental resources, and freedom from gender and sexual oppression. We will focus on how movements were organized, including those led by trade unions, women's groups, and student associations, but also those that have not been led by formal organizations. As part of the course, students will work in groups to plan and carry out a solidarity event/campaign in consultation with a present-day African-led social movement/organization.

Class Format: discussion

Requirements/Evaluation: discussion participation, short weekly papers (2 pages), map quiz, and a small-group solidarity project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors, as well as Africana Studies, Global Studies, and Leadership Studies Concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: We will focus on how people in sub-Saharan Africa have sought to address issues of power, difference, and equity in their societies through their own activity and organizing. Our discussions will focus on how inequality was structured by colonialism and how it has impacted present-day African societies (and even African social movements). This class will also prepare students to understand their own relationship to injustices in Africa and the differences between intervention and solidarity.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

HIST 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Primary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 208 (F) What is Islam? (DPE)

Cross-listings: ARAB 234 GBST 234 REL 234 HIST 208

Secondary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments

through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 234 (D2) GBST 234 (D2) REL 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

HIST 210 (S) The Challenge of ISIS

Cross-listings: HIST 210 ANTH 210 GBST 210 ARAB 210 REL 240

Secondary Cross-listing

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)

Cross-listings: HIST 211 ARAB 211

Primary Cross-listing

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

Requirements/Evaluation: short online writings and papers and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 211 (D2) ARAB 211 (D2)

Difference, Power, and Equity Notes: This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

Attributes: HIST Group E Electives - Middle East HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

HIST 212 (F) Transforming the "Middle Kingdom": China, 2000 BCE-1600

Cross-listings: HIST 212 ASST 212

Primary Cross-listing

China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 212 (D2) ASST 212 (D2)

Attributes: GBST East Asian Studies Electives GBST Middle Eastern Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

HIST 213 (S) Modern China, 1600-Present

Cross-listings: HIST 213 ASST 213

Primary Cross-listing

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

Class Format: discussion

Requirements/Evaluation: class participation, two short papers, a midterm, and a self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 35-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 213 (D2) ASST 213 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

HIST 214 (F) Foundations of China

Cross-listings: ANTH 212 REL 218 HIST 214 GBST 212 CHIN 214

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 212 (D1) REL 218 (D1) HIST 214 (D1) GBST 212 (D2) CHIN 214 (D1)

Attributes: HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

HIST 217 (F) Early Modern Japan

Cross-listings: ASST 217 HIST 217

Primary Cross-listing

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 217 (D2) HIST 217 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Eiko Maruko Siniawer

HIST 218 (S) Modern Japan

Cross-listings: ASST 218 HIST 218

Primary Cross-listing

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 218 (D2) HIST 218 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

HIST 219 (S) Japanese Culture and History from Courtiers to Samurai and Beyond

Cross-listings: HIST 219 JAPN 219 ASST 219 COMP 229

Primary Cross-listing

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two?

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 219 (D2) JAPN 219 (D1) ASST 219 (D2) COMP 229 (D2)

Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

HIST 220 (S) History and Society in India and South Asia: c. 2000 to 1700s CE

Cross-listings: ASST 222 HIST 220

Primary Cross-listing

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: discussion

Requirements/Evaluation: class participation, response papers and presentation, 2 essays, a mid-term and a final exam

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 222 (D2) HIST 220 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Aparna Kapadia

HIST 221 (F) The Making of Modern South Asia: 1750-1950 CE

Cross-listings: GBST 221 ASST 221 HIST 221

Primary Cross-listing

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: discussion

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 221 (D2) ASST 221 (D2) HIST 221 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

HIST 222 (S) Greek History

Cross-listings: CLAS 222 HIST 222

Secondary Cross-listing

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, a midterm, a final exam, and a medium-length paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: Classics, History, and Art History majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 222 (D1) HIST 222 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

HIST 223 (S) Roman History

Cross-listings: HIST 223 CLAS 223

Secondary Cross-listing

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Class Format: discussion

Requirements/Evaluation: class participation, occasional response papers, one 6- to 8-page paper, a midterm, and a final exam

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 223 (D2) CLAS 223 (D1)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

HIST 226 (F) Early Modern Europe

The three hundred years from the late Middle Ages to the French Revolution were Europe's formative centuries: they saw the emergence of the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and intensification of trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Readings will emphasize primary sources and include such authors as Machiavelli, Montaigne, Hobbes, Aphra Behn, Voltaire, and Mary Wollstonecraft.

Requirements/Evaluation: attendance and participation; map quiz; two papers; midterm and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: History majors or prospective majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Alexander Bevilacqua

HIST 228 (S) Europe in the Twentieth Century

This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the beginning of the twenty-first century. Organized topically and thematically, the course will consider European society in the fin-de-siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; and the recent debates about Islam in Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Class Format: discussion

Requirements/Evaluation: class participation, several quizzes, an exam, and two papers

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Chris Waters

HIST 230 (F) Modern European Jewish History, 1789-1948

Cross-listings: HIST 230 JWST 230

Primary Cross-listing

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: discussion

Requirements/Evaluation: class participation, two papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 230 (D2) JWST 230 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Alexandra Garbarini

HIST 239 (F) Germany in the Twentieth Century

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930s; the coming to power of the National Socialists; the ideology of National Socialism; the *„Volksgemeinschaft“*; the Nazi image of the Jew; the *„Final Solution“*; World War II on the battlefield and on the home front; the West German *„Economic Miracle“*; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the *„Historians“ Debate*; and Germany after the Wall.

Class Format: discussion

Requirements/Evaluation: active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30-35

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Elective Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Thomas A. Kohut

HIST 240 (S) The Soviet Experiment

Cross-listings: HIST 240 RUSS 240

Primary Cross-listing

In 1917, the former Russian Empire became the site of the world's first socialist revolutionary government and the twentieth century's largest multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history's most violent dictatorships, an apocalyptic war that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the ideas that shaped its development, the mark its architects' and leaders' policies left both at home and abroad, and the impact it had on the people who lived and didn't live to tell the tale.

Requirements/Evaluation: active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 240 (D2) RUSS 240 (D1)

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Yana Skorobogatov

HIST 241 (F) Tsarist Russia: State and Society between Europe and Asia

Cross-listings: HIST 241 RUSS 241

Primary Cross-listing

Russia. The name alone evokes wonder, fear, romance, and history itself. Over the past ten centuries, the land that we now call the Russian Federation has witnessed dramatic transformations that underwrote its transition from feudal backwater to global superpower. Its journey from tribalism to imperialism, feudalism to autocracy, agrarianism to industrialization, monarchism to parliamentarianism, Orthodoxy to revolutionary atheism left a mark not just on the collective Russian conscious, but on a world that has grown accustomed to viewing Russia as a test case for ideas, projects, and processes both fortuitous and tragic. How did Russia become the site of such a diverse array of political, social, economic, and cultural experiments? In what ways did they contribute to the formation and exercise of Russian political power? How did they contribute to the creation of a "Russian" identity, and to what effect for Russian citizens? This course will seek to answer these questions through a survey of Russian history from its founding in Kievan Rus' in the 9th century to the October Revolution of 1917.

Class Format: discussion

Requirements/Evaluation: class attendance and participation, 3 five page papers, ~50 pages of reading a week, one "in-class" midterm exam and one "in-class" final exam

Prerequisites: none, open to all students

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 241 (D2) RUSS 241 (D1)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Yana Skorobogatov

HIST 242 (F) Latin America From Conquest to Independence

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities-, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in--and perhaps consisted of--the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

Class Format: discussion

Requirements/Evaluation: class participation, two short papers (4-5 pages), and a take-home final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Roger A. Kittleson

HIST 243 (F) Modern Latin America, 1822 to the Present

This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 35-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 248 (S) The Caribbean: From Slavery to Independence

Cross-listings: AFR 248 HIST 248

Secondary Cross-listing

This class will begin with and foreground the current crisis in Puerto Rico, an island emblematic of the history of colonialism, racism, environmental destruction, and economic exploitation of the region. But as the Caribbean has suffered, so has it resisted. From the Haitian Revolution to the Manley 'Revolt' in Jamaica, the Puerto Rican Independence Movement, the Cuban Revolution, and the Grenadian Revolution, the Caribbean has been at the forefront of radical change in the New World. Pioneering slave emancipation, independence from European empires, and unique experiments in socialism, communism, and Black Power, these small islands have been world leaders. But their innovative social and political experimentation--expressed in vivid artistic and musical forms--have all too often met with disdain and repression by their more powerful neighbors or former colonial rulers. This course will examine the audacious experiments of the Caribbean people from the eighteenth to the twentieth centuries as well as the repression they have faced from abroad. We will pay attention to the rich cultural diversity of the region, using film, music, literature and art to examine diverse phenomenon, including voodoo, Santería, and Rastafarianism. We will also explore the prospects for continuing change in the contemporary Caribbean, paying special attention to the environmental challenges they face amidst rising sea levels, drought, heat waves, and the

effect of two hundred years of environmental destruction at the hands of rapacious foreigners, from slaveowners to cruise ship lines to bauxite and oil producers.

Requirements/Evaluation: class participation, a mid-term and final paper, and a 10-12 page research paper

Prerequisites: none; open to all

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 248 (D2) HIST 248 (D2)

Attributes: AFR Core Electives GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect MAST Interdepartmental Electives

Not offered current academic year

HIST 252 (S) From Contact to Civil War: A History of North America to 1865

This course will provide a survey of North American history from Europe's first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial America. The course will then examine the coming, course, and consequence of the American Revolution (or what many at the time considered America's first civil war). The new nation unleashed massive and far-reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America's second civil war.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, mid-term, final exam, book review, and weekly writing assignments

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

HIST 253 (S) Modern U.S. History

This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

Requirements/Evaluation: a combination of quizzes, short papers, and a final exam or final paper

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

Cross-listings: HIST 254 AMST 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the U.S. Civil War, tracing the complex ways that tribal nations and communities have shaped North America. It also introduces foundational methodologies in Native American and Indigenous Studies and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and lands through eras of pervasive violence and removal are discussed, as well as the important yet under-recognized ways that Native communities negotiated the tumultuous era and conflicting allegiances of the Civil War. The course centers on Indigenous actors-intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and others-and consistently connects historical events with present-day debates over land, historical memory, education, and activism. Additionally, it provides an opportunity to engage with original materials pertaining to Native histories in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the particular Indigenous homelands in which Williams College is located.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 254 (D2) AMST 254 (D2)

Difference, Power, and Equity Notes: This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Christine DeLucia

HIST 256 (F) Social Justice Traditions: 1960s to #Black Lives Matter (DPE)

Cross-listings: AMST 256 HIST 256 AFR 257

Secondary Cross-listing

We live in a time of renewed social justice activism, as people from all walks of life confront economic inequality, police violence, discrimination against transgender individuals, and other forms of oppression. This course is designed to clarify where recent initiatives like Black Lives Matter and Occupy Wall Street came from, and to evaluate how they might shape American life in the near future. Movements have histories, as today's activists draw on the "freedom dreams," tactics, and styles of rhetoric crafted by their predecessors, while making use of new technologies, such as Twitter, and evolving understandings of "justice." Taking a historical approach, we will begin by studying the civil rights, Black Power, anti-war, counter-culture, and feminist initiatives of the 1960s. We will then explore how progressive and radical activists adjusted their theories and strategies as the country became more conservative in the 1970s and 1980s. Making use of movement documents, documentary films, and scholarly accounts, we will study

the development of LGBTQ, ecological, and economic justice initiatives up to the present day. Throughout, we will seek to understand how movements in the United States are shaped by global events and how activists balance their political work with other desires and commitments.

Requirements/Evaluation: attendance and class participation; four 2 page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: first-years, sophomores, and American Studies majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 256 (D2) HIST 256 (D2) AFR 257 (D2)

Difference, Power, and Equity Notes: The class focuses on struggles for rights, recognition, and redistribution of resources of people of color, women, LGBTQ folks, the working poor, and immigrants. We focus on the tension between groups asserting they are the "same" as others in society, and hence deserving of equal rights, and the celebration of difference as a means of asserting pride and building solidarity. We discuss how movements borrow and adapt tactics, slogans, and ideas of justice from other movements.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 257 (F) Religion and American Politics

Cross-listings: HIST 257 REL 217

Secondary Cross-listing

This course examines the intersection of religion and American politics, from the colonial era to the present. It focuses especially on electoral politics and social movements, exploring the role of religion in conflicts over racial equality, capitalism, gender and sexuality, and church-state relations. Students will tackle questions with both historical and present-day relevance, such as: Was America founded as a Christian nation? Has religion been a source of revolutionary change, or a mere 'opiate of the masses?' How have religious ethics shaped the politics of race, gender, and class? How has growing religious diversity affected civic unity? What role *should* religion play in American political life? The course will cover such topics as the religious views of the 'Founders;' debates over slavery; spiritualism & women's rights; state treatment of religious minorities; the Scopes Trial and scientific modernity; the Social Gospel and modern capitalism; the New Left and the Moral Majority; and late 20th-century religious battles over war, civil rights, feminism, and democracy itself.

Requirements/Evaluation: class participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 257 (D2) REL 217 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Casey D. Bohlen

HIST 258 (S) The World Oil Made: A Modern History

We live in a world transformed by petroleum. All around us today--in global carbon emissions, transportation, the clothes we wear, everyday objects we touch, microplastics in our water--oil is there, even if we can't always see it. At the same time, the industry fuels massive flows of global capital, and

provokes critical political shifts, conflicts, and resistance movements around the world. How did oil's ubiquity happen in just over 150 years? This course will chart a global modern history by keeping this energy source always in our sight, paying particular attention to its role in the political economy, its ecological impacts, the cultural changes it has set in motion, and its place in people's material lives. In addition to having regular short assignments, students will work in groups through the semester, researching and learning how to make a 5-minute video documentary.

Class Format: discussion

Requirements/Evaluation: two short graded essays (3-5 pages); two short ungraded essays (2-3 pages); 2-3 short research assignments (1 page each); one storyboard (graded); one group video project (graded)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: sophomores and first-years

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group G Electives - Global History

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Karen R. Merrill

HIST 259 (S) New England Environmental History (WS)

Cross-listings: ENVI 259 AMST 259 HIST 259

Secondary Cross-listing

Have you ever wondered why there are few old-growth forests in New England? What Williamstown looked like before Williams was founded? How ideas about environmental preservation have changed over time? These are some of the questions we will explore in this course, which introduces students to the discipline of Environmental History through New England examples. During the semester we will: (1) read and discuss scholarship on the environmental history of New England and the world; (2) use case studies and field trips to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes; (3) Develop a research paper based on original archival research

Requirements/Evaluation: several short essays, final project

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 259 (D2) AMST 259 (D2) HIST 259 (D2)

Writing Skills Notes: Six response papers for which the instructor will provide consistent feedback on writing skills as well as content. Sequenced writing workshops that lead toward a final research paper.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 260 (S) U.S. History Since the 1940s

This course surveys the history of the United States since the 1940s. It will acquaint students with the key developments that defined the postwar order, focusing especially on the history of inequality, politics and public policy, social movements, and intellectual life. As students make their way through the course, they will learn to think historically in the broadest sense--situating texts within their social context, engaging with diverse and unfamiliar perspectives, and gaining an appreciation for the complexity of human experience. In the process, students will tackle historical questions

with contemporary relevance. What forces have made American society more or less equal, and how should equality be measured in the first place? How have race, class, and gender affected opportunities and outcomes for different Americans over time? To what extent have everyday people shaped the broader history of American capitalism, democracy, and social thought? To what extent have these broader developments shaped the lives of everyday people? Are we now living in an age of fracture or an age of liberation? The course will cover such topics as Cold War culture; the mass consumer economy; racial inequality, both Southern and Northern; the changing role of women at home and in the workplace; the global dimensions of the 1960s; the origins of the New Right; and the roots of modern polarization in conflicts over such issues as--busing, abortion, and privatization.

Requirements/Evaluation: attendance and participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (10 pages max)

Prerequisites: none, open to all students

Enrollment Limit: 40

Enrollment Preferences: History majors or students with a demonstrated interest in U.S. History

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Casey D. Bohlen

HIST 261 (F) America and the Cold War

Cross-listings: PSCI 262 HIST 261 LEAD 262

Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 262 (D2) HIST 261 (D2) LEAD 262 (D2)

Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

HIST 263 (F) The United States and the World, 1898 to the Present

Cross-listings: LEAD 261 HIST 263

Primary Cross-listing

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 261 (D2) HIST 263 (D2)

Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

HIST 264 (S) Environmental History

Cross-listings: ENVI 229 HIST 264

Secondary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Class Format: with field trips

Requirements/Evaluation: several short essays; final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Environmental Studies majors and concentrators; History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 229 (D2) HIST 264 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

HIST 265 (F) Race, Power, & Food History (DPE)

Cross-listings: HIST 265 AMST 245 ENVI 246

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why ramen noodles are a cheap, ubiquitous food? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of critical food studies. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, and gender.

Requirements/Evaluation: two to three short writing assignments (4-5 pages); one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 265 (D2) AMST 245 (D2) ENVI 246 (D2)

Difference, Power, and Equity Notes: This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

Attributes: ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm April Merleaux

HIST 281 (S) African American History, 1619-1865

Cross-listings: HIST 281 AFR 246

Primary Cross-listing

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Requirements/Evaluation: class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first- and second-year students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 281 (D2) AFR 246 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Gretchen Long

HIST 284 (S) Introduction to Asian American History (DPE)

Cross-listings: HIST 284 ASST 284 AMST 284

Primary Cross-listing

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)

Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 286 (F) Latina/o History, 1848 to the Present

Cross-listings: HIST 286 LATS 286

Secondary Cross-listing

From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final essay

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 286 (D2) LATS 286 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

HIST 292 (S) History of Sexuality

Cross-listings: GBST 241 REL 241 HIST 292 WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 241 (D2) REL 241 (D2) HIST 292 (D2) WGSS 239 (D2)

Not offered current academic year

HIST 301 (S) Approaching the Past: Remembering American History

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Viet Nam; and the events and aftermath of September 11, 2001.

Class Format: discussion

Requirements/Evaluation: weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

SEM Section: F1 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Scott Wong

HIST 301 (F) Approaching the Past: History, Theory, Practice

This course will explore how the discipline of "History" has come to assume its present form and how a number of historians since the 1830s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by postmodernism. Finally, we will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians do with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the various practices of history from the 1830s to the present.

Class Format: discussion

Requirements/Evaluation: class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam

Prerequisites: restricted to HIST majors and sophomores planning to major in HIST

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: A1 MR 1:10 pm - 2:25 pm Chris Waters

HIST 301 (F) Approaching the Past: Practices of Modern History

What is history? What is it that historians do? In this course, students will explore how and why we historians practice our craft. The first section of the course will examine how historians think about and come to know the past. Issues of the nature of historical truth, objectivity and bias, and the uses of different types of evidence will be discussed. Next, we will explore how historians attempt to make sense of the past. We will consider the perspectives, scale, and categories of analysis that historians can bring to bear on the past, and how history can be told. Finally, the third section of the course will pose questions about the purposes, uses, and misuses of history. And we will ask what the moral, political, and historical responsibilities of historians may be. The class will meet once a week, and each session will focus on some theoretical material as well as readings on a broad range of topics that concretely illustrate the methodological issues at stake.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, short essays, and a final paper

Prerequisites: restricted to HIST majors and sophomores planning to major in HIST

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: C1 W 1:10 pm - 3:50 pm Eiko Maruko Siniawer

HIST 301 (F) Approaching the Past: Writing the Past

"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do". How do historians

reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed--if they have changed--about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 301 (S) Approaching the Past: Varieties of Historical Thinking

This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why--or even if--we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

Requirements/Evaluation: in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion; in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

SEM Section: K1 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Thomas A. Kohut

HIST 301 (F) Approaching the Past: Modern National, Transnational, and Postcolonial Histories

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly seminar meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

Requirements/Evaluation: class participation, response papers, short essays, and a final paper

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: senior, then junior, History majors

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

HIST 301 (S) Approaching the Past: Other People's History

From antiquity to the present, most historians have chosen to write about their own community, whether they have defined it by ethnicity, nationhood, language, or creed. Only a minority have chosen instead to record the history of a group of which they are not a member. This seminar asks: what does it mean to write other people's history? We will consider, first, the motivations that might lead someone to dedicate their lives to studying a foreign culture. What practical challenges are involved? What languages, archives, and forms of knowledge does the historian have to master, and how is this achieved (or not achieved)? Further, we will inquire: what unique problems and opportunities emerge? What mental categories mediate the inevitable comparisons that arise in the study of other people's history? What kind of histories can be written this way, and what kind cannot? Throughout, we will take seriously the ethical challenges and opportunities of this peculiar historiographic position. Finally, we will determine the lessons that can be drawn for our own practice as historians. Authors to be read will range from antiquity to the present and include Herodotus, al-Biruni, José de Acosta, and Edward Gibbon among others.

Requirements/Evaluation: participation, short papers, presentations, and a longer final paper

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 19

Enrollment Preferences: seniors, then juniors, History majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Related Courses

Not offered current academic year

HIST 301 (S) Approaching the Past: The American Civil War

How have historians told the story of the Civil War? Even before Lee's surrender at Appomattox Court house in the spring of 1865, historians and local communities strove to craft a coherent story of a war that left 620,000 soldiers dead and set formally enslaved people on a long road towards freedom. Civil War historiography began in the 19th century and has been reinvented numerous times in the last century. Biographies of Lincoln, of Generals--Union and Confederate still appear regularly. Historians of gender have tried to capture women's experiences on the homefront and on the front lines. Histories of battles, of legislation, of the era's music, literature, and art all fill rows of shelves in Sawyer. We will not attempt to "understand" the Civil War. Rather we will examine a few very different histories of the event. We will read authors who center African Americans and authors who ignore them. We will read a biography and cultural history. We'll look at new attempts to tell local histories of the war through interactive web sites and film. We'll also study historical re-enactors, North and South. We will end with an examination of the recent struggles over Confederate Memorials.

Requirements/Evaluation: one presentation, one formal paper and/or a book review, a final paper

Prerequisites: restricted to History majors and sophomores planning to major in History

Enrollment Limit: 12

Enrollment Preferences: senior History majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 302 (F) Islamic Law: Past and Present

Cross-listings: WGSS 243 ARAB 243 HIST 302 REL 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give

students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 243 (D2) ARAB 243 (D2) HIST 302 (D2) REL 243 (D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

HIST 303 (S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

Cross-listings: HIST 303 ARAB 329

Secondary Cross-listing

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehlis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 303 (D2) ARAB 329 (D1)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power,

and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

HIST 304 (S) Africa and the United States: From the Atlantic Slave Trade to Black Panther (DPE)

This course examines the history of Africa since the eighteenth century by exploring the connections between the African continent and United States. By taking a Pan-African and international approach, the class will highlight how the histories of both places have been deeply intertwined. The course is organized around four themes. The first is the impact of African enslavement on both continents and the way African social practices were carried across the ocean and transformed by slavery and abolition. We will then turn to the "back to Africa" movements of the nineteenth and twentieth centuries and explore why different groups of African-Americans sought to return to the continent of their origin, and what impact this had on those living in Africa. The third theme is the deepening involvement of American missionaries, the US government and non-governmental organizations in Africa, which accelerated in the twentieth century. The final section explores the important links between Black freedom movements in the United States and anti-colonial and anti-apartheid movements in Africa. The course will conclude with a consideration of the current state of Africa-US connections in light of the recent blockbuster film, Black Panther. Against this backdrop, students will engage in new research over the course of the semester on the history of Williams' historical links with Africa.

Class Format: lecture

Requirements/Evaluation: discussion participation, map quiz, two short papers (~4 pages), and a final research paper (6-8 pages)

Prerequisites: none, open to all students; some background in African history will be useful

Enrollment Limit: 25

Enrollment Preferences: History majors, Africana Studies concentrators, American Studies majors; seniors, juniors, sophomores; or first-year students with some background in African history

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course focuses on the effects of racism and colonialism on different peoples of African descent and key episodes when Black solidarity was forged across great physical distance between the United States and Africa, as well as episodes where it was compromised (by forms of difference based on place of birth, language, religion, and class.) Through class readings, discussion, and the final group project, the course will help students assess what foundations have allowed for trans-Atlantic col

Attributes: HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Matthew Swagler

HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South

Cross-listings: GBST 369 COMP 369 HIST 306 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt Berber tales in Morocco, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the

aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), final performance project, and final paper (5- to 7-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 369 (D1) COMP 369 (D1) HIST 306 (D2) ARAB 369 (D1)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

HIST 307 (S) Is Africa Poor? (DPE)

Poverty is widespread across Africa, yet exists alongside the continent's fantastic wealth in natural resources. Despite a decade of excitement about "Africa rising" as a new economic powerhouse, African countries still occupy 36 of the bottom 40 positions in the most recent UN Human Development Report. How can we make sense of this contradiction? In this debate-focused seminar, we will delve deeply into the work of historians, international organizations, and African activists who have argued over the causes of poverty and inequality in Africa-and arrived at different conclusions about the appropriate solutions. Taking a historical approach, we will explore how the current challenges faced by African societies are rooted in the slave trade, colonial rule, the Cold War, and more recently, the imposition of neoliberal economic policies in Africa. Key issues of contemporary debate will include the role of state-centered development, privatization, resource extraction, foreign development aid, and climate change.

Class Format: discussion with organized debates

Requirements/Evaluation: discussion participation, map quiz, and multiple papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors, Political Economy Majors, Africana Studies Concentrators, Global Studies Concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The class is grounded in extensive reading and debate about how economic inequality became structured on a global scale. This will entail studying how interconnected economic, political, and social differences developed-both between Africa and the rest of the world *and* within the African continent. Building on the wide-range of texts that we will analyze, the discussions and assignments will equip students to better understand and respond to current issues of global economic justice.

Attributes: HIST Group A Electives - Africa

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Matthew Swagler

HIST 308 (S) The Nile (DPE)

Cross-listings: ARAB 308 HIST 308

Primary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It is the only reason that Egyptians have been able to live in the Sahara Desert. It was at the banks of this river that some of the most significant human structures were built and some of the most beautiful artworks

conceived. The Nile provided the silt and hence the alluvial soils on which all the great Egyptian empires were founded. Yet now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This course will consider the history of the Nile and the peoples and cultures it has sustained. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. Who lives along this river and what kind of cultures have developed in the Nile valley? We will evaluate the numerous attempts to manage and control the Nile and the continuous efforts to utilize the river for human development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the mega city Cairo with the Nile and whether the tensions among Nile riparian states will lead to "water wars" in East Africa and the Middle East.

Requirements/Evaluation: short papers and final project/paper

Prerequisites: none, though background in Middle East history is preferable

Enrollment Limit: 19

Enrollment Preferences: History and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 308 (D2) HIST 308 (D2)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

HIST 309 (S) Fire and Ice: The History of Modern Iceland

How have a few wretched souls been able to survive on a frozen tundra in the middle of the north Atlantic for over 1100 years? This course will explore the curious history of Iceland, a small and unimportant country, that despite, or because of its geographic isolation and lack of any valuable natural resources, has been able to develop a distinct national and cultural identity. What lessons can be drawn from the historical experiences of Icelanders? The course will start with the paradigmatic sagas (Egil's and Njal's Saga) that have played an out-sized role in the development of Icelandic culture. Then we will assess the nation's independence, the impact of the world wars, the building of the modern welfare state, and how the country has fared through economic peaks and valleys. At the end of the semester, students will be able to understand the significance of the following phrases: "Fögur er hlíðin," "Deyr fé, deyr frændr," "Þetta reddast," "dugleg/ur," and "Áfram Ísland." This comprehension is, of course, very practical since 320,000 people understand the Icelandic language.

Requirements/Evaluation: short papers and final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 310 (S) Iraq and Iran in the Twentieth Century

Cross-listings: HIST 310 ARAB 310

Primary Cross-listing

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be

assessed.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 310 (D2) ARAB 310 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

HIST 311 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

HIST 312 (F) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: HIST 312 ASST 312 REL 312 GBST 312

Primary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 312 (D2) ASST 312 (D2) REL 312 (D2) GBST 312 (D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

HIST 313 (F) The People's Republic: China since 1949

Cross-listings: HIST 313 ASST 313

Primary Cross-listing

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper

Prerequisites: none (HIST 213 recommended)

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Asian Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 313 (D2) ASST 313 (D2)

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

Cross-listings: ARTH 314 HIST 314 ASST 314

Primary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper

Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

Enrollment Limit: none

Enrollment Preferences: graduating seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 314 (D2) HIST 314 (D2) ASST 314 (D2)

Attributes: ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia, Murad K. Mumtaz

HIST 318 (F) Nationalism in East Asia

Cross-listings: ASST 245 PSCI 354 HIST 318

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 245 (D2) PSCI 354 (D2) HIST 318 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm George T. Crane

HIST 319 (F) Gender and the Family in Chinese History

Cross-listings: ASST 319 WGSS 319 HIST 319

Primary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

Class Format: discussion

Requirements/Evaluation: class participation, several short papers, and a final paper

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 319 (D2) WGSS 319 (D2) HIST 319 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 321 (F) History of U.S.-Japan Relations

Cross-listings: HIST 321 ASST 321

Primary Cross-listing

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations for over 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 321 (D2) ASST 321 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

HIST 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: CLAS 323 LEAD 323 HIST 323

Secondary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 323 (D1) LEAD 323 (D2) HIST 323 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

HIST 330 (S) Reformations: Faith, Politics, and the World

Cross-listings: HIST 330

Primary Cross-listing

The Protestant Reformation of the sixteenth century was one of the major transformations in the history of Christianity, a faith whose 2.2 billion adherents make it the largest religion in the world today. Martin Luther and his followers sparked a schism that changed what it meant to be a Christian, and, by various reckonings, helped to create the state as we know it, the modern self, capitalism and even, as an unintended consequence, secularism. As inhabitants of a post-Protestant society, we have much to learn about the world in which we live from studying the Reformation and its legacies. While considering classic interpretations, this seminar will also probe recent research on the plural Reformations: not just Protestant but also Catholic, and not solely the elite movement of Luther and John Calvin but also the Reformation of women and peasants. What was at stake in these sweeping transformations of what it meant to be a Christian? We will consider theological debates about human agency, the changing relationship of religion and the state, female mysticism, religious warfare, iconoclasm, the arrival of Protestantism in New England, and toleration. We will work intensively in Chapin Library, examining books of hours, Bibles, missals, psalters, and primers. The seminar will also visit WCMA and the Hancock Shaker Village. Authors to be read include Luther, Calvin, Teresa of Ávila, Jean Bodin, Ignatius of Loyola, and John Winthrop. Note: due to the constraints of rare-book research, enrollment is capped at 12.

Requirements/Evaluation: two short papers (5-7 pages) and a longer final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: History majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 330 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Alexander Bevilacqua

HIST 331 (F) European Intellectual History from Aquinas to Kant

The scholars and philosophers of early modern Europe set the agenda for much of modern thought concerning epistemology, morality, religion, and politics. Many of their debates still inform our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Should we prefer individual freedom or political stability? Our seminar will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. We will try to understand how a Christian culture of manuscript books, whose inquiries were conducted in Latin, transformed into a secular culture of public debate in new printed publications such as journals and newspapers in vernacular languages (English, French, German, etc.). In the process, we will encounter the foundational movements that structured European thought and the making of knowledge in these centuries: scholasticism, humanism, the new philosophy and the Enlightenment. Ultimately, we will recover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Christine de Pizan, Thomas More, Descartes, Leibniz, Montesquieu and Rousseau.

Requirements/Evaluation: attendance and participation; two short papers; a longer final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: juniors and senior History majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern PHIL Related Courses

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Alexander Bevilacqua

HIST 332 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)

Cross-listings: WGSS 331 HIST 332

Primary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our

discussions of the changing meanings of sexual selfhood in modern European societies.

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 331 (D2) HIST 332 (D2)

Difference, Power, and Equity Notes: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 334 (F) Victorian Psychology from the Phrenologists to Freud

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents, including: professional literature in psychiatry, from the phrenologists to Freud; manuals on child rearing, education, sexual practice, and living the wholesome life; and cultural documents.

Requirements/Evaluation: participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills the department's seminar requirement for graduation with a degree in History

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 335 (F) Weimar Germany

The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

Class Format: discussion

Requirements/Evaluation: participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: students with background in European history, or History majors

Expected Class Size: 20-25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 336 (S) National-Socialist Germany

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the *Volksgemeinschaft*; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

Class Format: discussion

Requirements/Evaluation: active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay: the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Thomas A. Kohut

HIST 337 (F) After Stalin: Soviet History from "Thaw" to Collapse

Cross-listings: RUSS 337 HIST 337

Primary Cross-listing

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule inflicted on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the

intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

Requirements/Evaluation: active class participation, three short essays (2-3 pages), and one long essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 337 (D1) HIST 337 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Yana Skorobogatov

HIST 338 (F) The History of the Holocaust

Cross-listings: HIST 338 JWST 338 REL 296

Primary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Alexandra Garbarini

HIST 341 (S) Collapse: The Fall and Afterlife of the Soviet Union

Cross-listings: RUSS 341 HIST 341

Primary Cross-listing

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. The following day, Boris Yeltsin entered office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is "disappear": money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. By semester's end, students will have acquired the content and analytical literacy to place present-day Russia in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

Requirements/Evaluation: active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 341 (D1) HIST 341 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 342 (S) Sounds and Pressures: Music in the 1970s Caribbean

Cross-listings: MUS 327 HIST 342 AFR 327

Secondary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation: class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: AFR concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 327 (D2) HIST 342 (D2) AFR 327 (D2)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Matthew J. Smith

HIST 346 (S) Modern Brazil (DPE)

Cross-listings: AFR 346 HIST 346

Primary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

Class Format: discussion

Requirements/Evaluation: class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors, Latino/a Studies concentrators

Expected Class Size: 15-20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 346 (D2) HIST 346 (D2)

Difference, Power, and Equity Notes: The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- and 20th-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention.

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Roger A. Kittleson

HIST 347 (S) Democracy and Dictatorship in Latin America

The inability--or failure--of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

Class Format: discussion

Requirements/Evaluation: class participation, response papers, two short papers, and a longer (10-12-page) final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

HIST 354 (F) The Revolutionary Generation: Galaxy of Leaders

Cross-listings: PSCI 285 LEAD 285 HIST 354

Secondary Cross-listing

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 285 (D2) LEAD 285 (D2) HIST 354 (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2019

SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

HIST 358 (S) The Roosevelt Style of Leadership

Cross-listings: HIST 358 LEAD 325

Secondary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Requirements/Evaluation: participation in class discussions, oral reports, two research papers

Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 358 (D2) LEAD 325 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Susan Dunn

HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)

Cross-listings: AMST 360 HIST 361

Primary Cross-listing

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to

Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: will alternate with seminar-type discussion of readings

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: sophomore, junior, and senior History majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 360 (D2) HIST 361 (D2)

Difference, Power, and Equity Notes: This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Christine DeLucia

HIST 362 (S) Indigenous Women's History (DPE) (WS)

Cross-listings: AMST 324 HIST 362 WGSS 324

Secondary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 324 (D2) HIST 362 (D2) WGSS 324 (D2)

Writing Skills Notes: With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History
Not offered current academic year

HIST 364 (F) History of the Old South

Cross-listings: AMST 364 HIST 364 AFR 364

Primary Cross-listing

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Class Format: discussion

Requirements/Evaluation: class participation, two papers of moderate length, and a comprehensive final examination

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 364 (D2) HIST 364 (D2) AFR 364 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Charles B. Dew

HIST 365 (S) History of the New South

Cross-listings: HIST 365 AFR 365 AMST 365

Primary Cross-listing

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Class Format: discussion

Requirements/Evaluation: class participation, 2 papers of moderate length, and a comprehensive final examination

Prerequisites: none; open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 365 (D2) AFR 365 (D2) AMST 365 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 366 (S) What They Saw in America

Cross-listings: AMST 244 SOC 244 HIST 366

Secondary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 244 (D2) SOC 244 (D2) HIST 366 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 371 (F) Oral History: Theory, Methods and Practice

Cross-listings: AMST 371 HIST 371

Primary Cross-listing

Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. This class introduces methods for conducting oral history interviews and provides an opportunity to record interviews and use them in a public project. This semester we will use oral history interviews and other sources to explore the lived experience of LGBTQ individuals in the United States. The class combined history, theory, and practice, giving you the chance to conduct and interpret oral history interviews.

Class Format: community-based field work

Requirements/Evaluation: two recorded and transcribed oral history interviews; three three-pages papers; one final project (e.g., audio essay or multi-media presentation)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors or seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 371 (D2) HIST 371 (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Annie Valk

HIST 372 (F) The North American West: Histories and Meanings

This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West". With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and poses central questions to how we view American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

Requirements/Evaluation: class participation, 5 short-to-moderate writing assignments and one 8-10 page research paper, due at the end of reading period

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Karen R. Merrill

HIST 373 (S) Sites of Memory and American Wars

This course will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. We will ask such questions as: How and why have the memorializations of wars in America changed over time? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do sites of memory tell us about history, about society's views of wars and of soldiers, and about America? We will look at these questions both throughout U.S. history and through case studies, including the American Civil War, the wars against indigenous nations, World Wars I and II, and Vietnam.

Requirements/Evaluation: short papers, one longer research paper, and presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and

development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 378 (S) American Conservatism

Cross-listings: REL 378 HIST 378

Primary Cross-listing

This course will explore the history of modern conservatism in the United States, from the early 20th century to today. Employing a chronological approach, it will examine the key intellectuals, politicians, and social movements that have fueled the rise and ascendance of the modern right. Going beyond formal politics, students will explore the influence of conservatism on American life more broadly--especially in the realms of race relations, gender and sexuality, religion, global capitalism, and international relations. Students will be asked to think historically, considering how the right rose from obscurity to political ascendance over the course of the 20th century. And they will be asked to engage theoretically, considering what (if anything) has defined conservatism in principle and in practice. In the process, they will learn to think critically in the broadest sense: situating texts within their context, engaging with diverse perspectives, and gaining an appreciation for the complexity of human experience. The course will cover such topics as Cold War nationalism; the GOP's 'Southern Strategy;' law and order politics; anti-feminism and the culture wars; neoliberal economics; neoconservative foreign policy; and late-20th century battles over such divisive issues as affirmative action, abortion, and taxation.

Requirements/Evaluation: participation in group discussion; six informal response papers (300-400 words); two unit essays (4-6 pages); final paper (8-10 pages)

Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: History and Religion majors, and students with a demonstrated interest in either field

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 378 (D2) HIST 378 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Casey D. Bohlen

HIST 379 (F) Black Women in the United States

Cross-listings: WGSS 379 AFR 379 HIST 379

Primary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion

Requirements/Evaluation: student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors and Africana Studies concentrators

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 379 (D2) AFR 379 (D2) HIST 379 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

LEC Section: 01 Cancelled

HIST 380 (F) Comparative American Immigration History (DPE)

This course covers the history of immigration to the U.S. from the 1800s to the present. It compares the experiences of immigrants from Europe, Asia, Latin America, and the Middle East.

Class Format: discussion

Requirements/Evaluation: a series of papers and a final oral history or family history

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: By examining American history through immigration law and texts (novels, census materials, legal cases, oral histories, and secondary sources) this class will reveal a constant tension in American society that vacillates between welcoming and shunning immigrants, depending on their race, religion, class, gender, and sexuality. The power to include and exclude various people wishing to become part of our society has been a conflict that has played out for nearly all of our national history.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

HIST 381 (S) The Legal History of Asian America (DPE)

Cross-listings: AMST 381 HIST 381

Primary Cross-listing

This course will focus on how certain legal structures have shaped the Asian American experience. We will examine the impact of the laws that are part of the anti-Chinese movement, the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, school desegregation, citizenship cases, and other legal decisions that have influenced the development of Asian American history.

Requirements/Evaluation: two 2- to 3-page response papers, two 5- to 7-page essays, one final paper of 15 pages

Prerequisites: none, open to all students

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 381 (D2) HIST 381 (D2)

Difference, Power, and Equity Notes: This class will cover immigration law, civil rights law, and gender relations, all under the umbrella of legal decisions which determined the racial, class, and gender makeup of the Asian American population from the late-1800s to the present.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Scott Wong

HIST 384 (F) Selected Topics in Asian American Studies (DPE)

Cross-listings: AMST 384 HIST 384 ASST 384

Primary Cross-listing

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: seniors first, then anyone

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 384 (D2) HIST 384 (D2) ASST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Scott Wong

HIST 385 (S) Politics and Everyday Life: Latinas/os in New York City and Beyond (DPE)

Cross-listings: HIST 385 LATS 385

Primary Cross-listing

This course asks how everyday life shapes politics, from the definition of politics, to the issues addressed, to the wide variety of forms that activism takes. Focusing on Latinas/os in New York City from World War II to the present, we explore activism that has included collective organizing and

community building to meet immediate needs, social service approaches and community-based organizing, radical political and social movements, participation in pre-existing unions and political groups, as well as electoral politics. Activists addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. Reflecting the histories of migration, politics have sometimes been rooted in one national origin group, while other efforts were explicitly Latinx. To make the connections between everyday lives and politics, our readings will include autobiographies and other narrative sources, as well as documentaries. For final projects, students will delve deeper into autobiographies and other narrative sources, and/or explore a particular contemporary political issue(s), and/or explore parallels in the broader northeast.

Class Format: discussion-based course

Requirements/Evaluation: class participation, two essays of 3-5 pages each, final project of 7- to 10-pages, and final presentation

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 385 (D2) LATS 385 (D2)

Difference, Power, and Equity Notes: This course explores how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also questioned and challenged those existing structures. Questions of difference, power and equity are explored at the structural, community, and individual levels.

Attributes: HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

HIST 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Cross-listings: LATS 386 HIST 386 WGSS 386

Secondary Cross-listing

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 386 (D2) HIST 386 (D2) WGSS 386 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

HIST 387 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: SOC 386 HIST 387

Secondary Cross-listing

Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: discussion

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 386 (D2) HIST 387 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

HIST 388 (F) Decolonization and the Cold War

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Jessica Chapman

HIST 389 (S) The Vietnam Wars

Cross-listings: HIST 389 LEAD 389 ASST 389

Primary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 389 (D2) LEAD 389 (D2) ASST 389 (D2)

Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean

Cross-listings: GBST 391 ASST 391 HIST 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391 (D2) ASST 391 (D2) HIST 391 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

HIST 393 (S) Sister Revolutions in France and America

Cross-listings: HIST 393 LEAD 212

Secondary Cross-listing

In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in class discussions

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 393 (D2) LEAD 212 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Susan Dunn

HIST 394 (S) The History of Panics

What is a panic? This course takes up questions of what has defined, caused, and shaped panics of various kinds-political, societal, moral, medical, and financial. We will consider what has fueled panics, what has prevented them, what their effects have been, how they have ended, who has panicked, who has been the victim of panics, and what has distinguished premodern from modern incarnations of the phenomenon. Central themes will include the relationship between panics and emotions (anxiety, fear, insecurity, irrationality, hysteria), communication (rumor, gossip, mass media), technology (electricity, vaccines, the computer), and violence (persecution, revolution, psychological torment). With a multidisciplinary approach informed by sociology, economics, psychology, and history, our examination will span different times and different places and will encompass witch hunts of many sorts, infectious diseases, financial crises, cultural scares, and more.

Requirements/Evaluation: class participation, response papers, one short 5-page paper, and a research paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, potential History majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

HIST 395 (F) Signs of History

Cross-listings: HIST 395 COMP 395 ENGL 395

Secondary Cross-listing

What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature,

art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. May include works by Kant, Burke, Hegel, Charlotte Smith, Marx & Engels, Woolf, Kafka, Arendt, Benjamin, Mahmood Darwish, Thomas Demand, and Eyal Sivan.

Requirements/Evaluation: two papers, one 6 and one 10-12 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, History and German majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 395 (D1) COMP 395 (D1) ENGL 395 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Walter Johnston

HIST 396 (S) Great Powers in the Middle East: The Continuing Battle over Oil, Trade Routes, and God

Cross-listings: PSCI 222 GBST 222 HIST 396 LEAD 222

Secondary Cross-listing

Perhaps more than any other region, the Middle East has been shaped by the involvement of external great powers. This course explores the motives, strategies, and impacts of this involvement. We begin by studying the Christian Crusades from the 11th through the 13th centuries. We then focus on the modern period, starting with French/British competition in the early- and mid-19th century; French/British/Russian competition from the late 19th century through the end of WWII; US/USSR competition during the cold war; the current competition among the US, Russia, and China; and the great power transition that is likely to unfold over the next 20 years, as the US role in the region declines and China's role expands. Through our readings and discussions, we will examine several themes: What motivates great powers to venture into the Middle East? How do they view the local populations and interact with them? What impacts do they have on the politics, economies, societies, and cultures of the region? What can contemporary leaders of great powers learn from this history, and how can their policies be adjusted to bring greater prosperity and peace to the region? In addition to gaining greater knowledge of the long and varied involvement of great powers in the Middle East, students will also gain experience applying the disciplinary insights of history, sociology, and political science to this complex region.

Requirements/Evaluation: Class participation, a mid-term exam, and two 6- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators in the Middle Eastern studies track, Political Science majors in the International Relations concentration, History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 222 (D2) GBST 222 (D2) HIST 396 (D2) LEAD 222 (D2)

Attributes: GBST Middle Eastern Studies Electives PSCI International Relations Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bruce Rutherford

HIST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East

Cross-listings: ARAB 409 HIST 409 GBST 409

Primary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Requirements/Evaluation: class participation and a 25-page research paper

Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

Enrollment Limit: 19

Enrollment Preferences: History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 409 (D2) HIST 409 (D2) GBST 409 (D2)

Attributes: GBST Middle Eastern Studies Electives JWST Elective Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

HIST 411 (F) Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings: HIST 411 REL 321 ARAB 411

Primary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation: several short response papers and a 20- to 25-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, especially History and Arabic Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 411 (D2) REL 321 (D2) ARAB 411 (D2)

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

HIST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 JWST 434

Primary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 434 (D2) REL 335 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alexandra Garbarini

HIST 443 (S) Race and Ethnicity in Latin America

Cross-listings: AFR 383 HIST 443

Primary Cross-listing

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region. To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Requirements/Evaluation: class participation, one short paper, and a substantial (20-25 page) research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latino/a Studies concentrators

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 383 (D2) HIST 443 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group D Electives - Latin America + Caribbean

Not offered current academic year

HIST 453 (S) Women, Gender, and Social Movements in U.S. History

Cross-listings: WGSS 453 HIST 453

Primary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Requirements/Evaluation: 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 453 (D2) HIST 453 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)

Cross-listings: AMST 455 HIST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

Requirements/Evaluation: active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: junior and senior History and American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 455 (D2) HIST 455 (D2)

Difference, Power, and Equity Notes: This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Christine DeLucia

HIST 456 (F) Civil War and Reconstruction

Cross-listings: AMST 456 HIST 456 AFR 385

Primary Cross-listing

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements/Evaluation: class participation and a substantial research paper based at least in part on primary source materials

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 456 (D2) HIST 456 (D2) AFR 385 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Charles B. Dew

HIST 457 (S) Floridas (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Requirements/Evaluation: class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors and History majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

HIST 468 (F) Race, Empire, and the Birth of the American Century (DPE)

Cross-listings: HIST 468 AMST 468

Primary Cross-listing

This course examines the birth of the "American Century" by studying the extension of Manifest Destiny to the Pacific, especially the American occupation of Hawaii and the Philippines.

Requirements/Evaluation: a series of weekly papers and a final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: must be a History or American Studies major

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Unit Notes: History department senior seminar

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 468 (D2) AMST 468 (D2)

Difference, Power, and Equity Notes: The course will cover the unequal power relations between Anglo Americans and Native Americans, Hawaiians, and Filipinos, as evidenced in the American occupation of land within our shores and the colonization of two island nations in the Pacific. We will study how the American presence in these areas affected how the original inhabitants were perceived and represented by Americans as witnessed in their presence at the Worlds Fairs of 1893 and 1904.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Scott Wong

HIST 471 (S) Comparative Latina/o Migrations

Cross-listings: HIST 471 LATS 471

Secondary Cross-listing

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic

categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion

Requirements/Evaluation: class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 471 (D2) LATS 471 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Not offered current academic year

HIST 476 (F) CAPSTONE: Black Radicalism

Cross-listings: AFR 476 HIST 476

Secondary Cross-listing

Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery--brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance--transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study--through the formation of Africana/African-American/Black-Studies--and the ways in which we express ideas--through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.

Requirements/Evaluation: student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork, etc.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators; History majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 476 (D2) HIST 476 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group A Electives - Africa HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

HIST 478 (S) Cold War Landscapes

Cross-listings: HIST 478 AMST 478 ENVI 478

Primary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Requirements/Evaluation: class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History, Environmental Studies majors if over-enrolled

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 478 (D2) AMST 478 (D2) ENVI 478 (D2)

Attributes: AMST Space and Place Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Karen R. Merrill

HIST 479 (F) Recent U.S. History: The 1970s and 1980s

The 1970s and 1980s are decades that mark the beginning of many of the phenomenon shaping the United States today: the rise of economic inequality; the origins of globalization; the first awareness of an "energy crisis;" the birth of social movements like feminism, gay rights, and black power; the deepening of urban poverty and the expansion of the criminal justice system; the ascendance of stock market and financial deregulation; the transition to a service economy; the growth of new forms of art and music like hip-hop and punk; the rise of evangelical Christianity as a political force; the emergence of a conservative movement; the end of Soviet Communism. This course will look at the political, economic, cultural and intellectual history of the 1970s and 1980s in the United States, with a special eye to the question of how and why conservative politics and a neoliberal economic order developed alongside liberal social and cultural values. We will consider the connection between the right and the left over this period, asking how we should think about the rise of the gay rights movement, the legacy of the civil rights movement, and the evolution of feminism in the broader context of American political and economic history. The course will also address some of the transnational aspects of recent American history, both the ways that ideas from other parts of the world have shaped American politics and society and the impact that the United States has had on the rest of the world. We will make use mostly of primary documents-political speeches, manifestos, music and lyrics, film, journalism and fiction-but we will also consider the ways that scholars have tried to conceptualize such recent history. While we will look at political leaders, intellectuals and the evolution of national politics, we will also consider the role of social movements, popular culture and the actions and ideas of people with no special access to power in shaping the history of the period. Throughout, we will ask: what are the connections between this history and the present? What lessons can we draw to think about our contemporary political and economic situation? Students will develop their own research questions and will produce a 20-page paper based on original research.

Class Format: seminar

Requirements/Evaluation: 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE)

Cross-listings: GBST 480 ARAB 480 JWST 480 HIST 480

Primary Cross-listing

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 480 (D2) ARAB 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict through the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Not offered current academic year

HIST 481 (S) History of Taiwan (WS)

Cross-listings: ASST 413 HIST 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 413 (D2) HIST 481 (D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Not offered current academic year

HIST 482 (F) The Great War, 1914-1918

Cross-listings: LEAD 382 HIST 482

Primary Cross-listing

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Requirements/Evaluation: paper or critique every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior History Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 382 (D2) HIST 482 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

HIST 483 (S) Sport and Diplomacy

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

Requirements/Evaluation: students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-page written critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

HIST 484 (F) The Second World War: Origins, Course, Outcomes, and Meaning (WS)

1991 marked the 50th anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes. This tutorial will concentrate on important questions and issues that arise from a study of WWII. What were the origins of this central event of the 20th century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different? Many of the topics examined will also have to deal with important questions of human responsibility and the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of this tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war, and also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved.

Requirements/Evaluation: will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor; students not presenting an essay have the responsibility of critiquing the work of their colleague

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: junior and senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will present 7 double-spaced pages every other week and a 7-10 page final written exercise. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

TUT Section: T1 TBA James B. Wood

HIST 485 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485 PSYC 158

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHIL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

HIST 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020

TUT Section: T1 TBA Alexander Bevilacqua

HIST 487 (S) Archive Stories (WS)

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive?

For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

Requirements/Evaluation: each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

Prerequisites: open to all junior and senior History majors and others with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group G Electives - Global History

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Chris Waters

HIST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy

Cross-listings: GBST 488 HIST 488 REL 388 ASST 488

Primary Cross-listing

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: five to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 488 (D2) HIST 488 (D2) REL 388 (D2) ASST 488 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not offered current academic year

HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe

Cross-listings: JWST 490 HIST 490

Primary Cross-listing

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 490 (D2) HIST 490 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Not offered current academic year

HIST 491 (S) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Primary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies?

Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not offered current academic year

HIST 492 (S) Revolutionary Thought in Latin America

For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose?

Class Format: students will meet with the instructor in pairs for an hour each week

Requirements/Evaluation: each student will write and present a 5- to 7- page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Roger A. Kittleson

HIST 493 (F) Senior Thesis: Research Seminar

This seminar is intended solely for writers of senior theses. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to HIST 31 and HIST 494, performance in the fall semester will be factored into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as their performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

Requirements/Evaluation: class participation and completed written work, and will determine if a student will continue in the thesis program

Prerequisites: limited to seniors accepted into the History Department's Thesis Program

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 MR 2:35 pm - 3:50 pm Sara Dubow

HIST 494 (S) Senior Thesis: Writing Seminar

This seminar is a continuation of HIST 493 and HIST 31, and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and to prepare for the thesis colloquium in May at which theses will be presented. Performance in the year-long seminar and in all aspects of the thesis colloquium will be figured into the overall thesis grade the student is given for HIST 493 and HIST 494 as well as the departmental decision to award *Honors* or *Highest Honors*

Requirements/Evaluation: participation and completed written work

Prerequisites: successful completion of HIST 493 and HIST 31; limited to seniors accepted into the History Department's Thesis Program

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TF 2:35 pm - 3:50 pm Sara Dubow

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Primary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

HIST 497 (F) Independent Study: History

History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Anne Reinhardt

HIST 498 (S) Independent Study: History

History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Anne Reinhardt

Winter Study -----

HIST 10 (W) North Adams: Past, Present and Future

Cross-listings: AMST 11 HIST 10

Primary Cross-listing

This class focuses on North Adams--the challenges, resources and assets of Massachusetts's smallest city and our neighbor. Readings, films, field trips and meetings with people who work with or lead nonprofits and civic organizations will introduce you to local history, contemporary issues, and plans for the city's future cultural and economic development. Adjunct Instructor Bio: Annie Valk teaches U.S. history and oral history and supports faculty and students interested in public humanities projects. She has worked at Williams since 2014.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: \$25

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Cancelled Annie Valk

HIST 11 (W) Excavating the Purple Bubble

Cross-listings: HIST 11 SOC 11

Secondary Cross-listing

People often describe Williams College as an "intense" place--a "purple bubble" with its own peculiar micro-culture. This bubble can be stressful, exhausting, and work-obsessed, but also bursting with creative energy and a determination to change the world, not to mention creating experiences and relationships that become deeply nostalgic and lead to a lasting connection. How have these characteristic structures of feeling been built over time? In this course, we will attempt to build a picture of how the emotional cultures of Williams have evolved by excavating their histories. From the powerful emotions triggered by transitional moments in the College's history, such as feelings of inclusion and exclusion by women and people of color, to the everyday emotions of friendship, romance, and work stress, students will analyze materials from the college archives, the archive of the Record, and other sources of institutional memory to uncover the social history of emotions at Williams. Depending on enrollments, students will divide into research clusters focusing on particular topics, which might include: stress and work-obsession, turning points and change, wonder and discovery, nostalgias, staff morale, mental illness and wellness discourse, among other possible topics. Students will spend time in class discussing readings and curating a small collection of archival materials to be presented at the end of the course. Outside class, students will spend time in the archives. As a theoretical and methodological guide, we will draw primarily on scholarship from the sociology and history of emotion, including Norbert Elias, Cas Wouters, Raymond Williams, William Reddy, and Barbara Rosenswein.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: anthropology, sociology and history majors, followed by students' expression of interest

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 11 SOC 11

Winter 2020

LEC Section: 01 Cancelled

HIST 12 (W) The East is Red? Socialism in Asia

Cross-listings: PSCI 11 ASST 12 HIST 12

Secondary Cross-listing

This course provides a historical and political overview of socialism in Asia from the 1910s to the present. It examines the spread and influence of Marxism in Asia, the policies of socialist states and movements in relation to decolonization, the Cold War, and the Sino-Soviet split, and the marriage between market reforms and ostensibly socialist governments in the present day. In addition to looking at the socialist governments of China, North Korea, Vietnam, and Cambodia, we will examine cases of "unsuccessful" socialist parties in Japan, Indonesia, and India. Class materials include memoirs of survival by non-state actors, the writings of socialist leaders (Mao Zedong, Ho Chi Minh, M.N. Roy, etc), and cultural constructions such as revolutionary theatre, songs, and contemporary films. Questions that will be addressed include: Why did Marxism, a Eurocentric theory of revolution intended for advanced capitalist societies, find such resonance in Asia? How was Marxism adapted for an Asian environment? Twenty-five years after the fall of communism, why have Asian socialist states remained in power? And in the scales of history, how should we judge the effects of socialism in Asia? Evaluation will be based on two in-class presentations and a final research paper. Attendance and participation will also be taken into account. We will meet three times a week for two-hour sessions. Adjunct Bio: John Knight has a Ph.D in East Asian History with a focus on Modern China. He graduated in 2017 from The Ohio State University. He has previously taught East Asian and World History at the Rhode Island School of Design, Ohio State University, Capital University, and Seton Hall.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to students majoring in Asian Studies, History, or Political Science

Grading: pass/fail only

Materials/Lab Fee: \$15

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 11 ASST 12 HIST 12

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm John M. Knight

HIST 13 (W) Eyewitness to the Civil Rights Movement: Mississippi 1964-65

During sixteen months in 1964-65, the instructor worked as a civil rights organizer in rural Mississippi with the Student Nonviolent Coordinating Committee (SNCC). He witnessed and aided in the heroic efforts by black citizens to dismantle the pervasive structure of Jim Crow that had oppressed them for generations. He met relatively uneducated people with the stature of giants. What he encountered was an apartheid America--a vicious police state reinforced by government and vigilante violence--beyond the understanding of most Americans and certainly beyond the imagination of young people today. The course will explore this transformative moment in recent American history through documentary film, popular music of the time and discussion. Topics include nonviolence and armed self-defense, the role of the black church, women and whites, Malcolm X and Black Power and the third party politics of the Mississippi Freedom Democratic Party. Students will read and discuss three books. Evaluation will be based on class participation and a final project in any media. It is the intent of the instructor to convey the immediacy that only first person experience can invoke. Adjunct Instructor Bio: Chris Williams worked as the college architect at Williams for many years. Now retired, he lives on the back roads of Vermont with his wife and hound dog.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: random drawing

Grading: pass/fail only

Materials/Lab Fee: approximately \$85 for books

Winter 2020

LEC Section: 01 Cancelled

HIST 14 (W) Loyalty and Righteousness: Female Knight Errants in the Chinese Tradition

Cross-listings: CHIN 14 HIST 14

Secondary Cross-listing

The aura of the Chinese knight-errant's alternative universe (jianghu, lit. rivers and lakes) has never waned thanks to the thriving literature of Chinese martial arts. Recognized as the oldest genre of Chinese popular fiction still being written today, the martial arts novel constructs a fascinating human sociality where chivalry and altruism govern, stateless subjects wander, and heroic grace unfolds. This course will examine the literary, artistic, and social imagination of this jianghu in selected modern martial arts novels written by Jin Yong (aka Louis Cha Leung-yung) and Gu Long. It also compares Jin Yong's oeuvre, endorsed by die-hard fans, with the breathtaking yet controversial C(H)ollywood martial arts extravaganzas that have been released in the current millennium. Students will inquire into the themes of righteousness and law, self and state, martial arts and medicine, body and gender, and the martial arts world and postcolonial history; as well as traditional philosophical concepts of yin and yang, and "between the people" (minjian) and "all under heaven" (tianxia). Finally, we will explore the genre's aestheticism via literary and visual constructions in the cultural text.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: students will be asked to write an essay to explain their interest and rationale for this course

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 14 HIST 14

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Man He

HIST 15 (W) Contemporary Indian Society

Cross-listings: ASST 15 HIST 15

Primary Cross-listing

With a population of nearly 1.4 billion, India is one of the fastest growing regions of Asia and the world. It is also the largest and most diverse country in South Asia. What are some of the most important social and political concerns in India today? How do Indians think of questions of culture and identity in a globally connected world? What are the interests and aspirations of India's youth? How are forces of nationalism and divisive politics defining Indian society today? In this course, we will explore these questions through the most recent non-fiction books on Indian history and society. We will also watch a number of documentaries that address some of these questions. The objective of the course is to engage students in lively discussion and debates about these issues that shape India today.

Requirements/Evaluation: participation in discussions, student-led discussions in addition to a 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: short written application

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 15 HIST 15

Winter 2020

LEC Section: 01 Cancelled

HIST 18 (W) Kurt Vonnegut in History

Kurt Vonnegut, an Indiana native and former General Electric employee, rose to international prominence during the second half of the twentieth century as a cult novelist, anti-war activist, socialist, and humanist. Readers from seemingly disparate parts of a divided world--from prairie towns in the American midwest to university halls in the Soviet Union to smokey cafés in de Gaulle's Paris--developed a voracious appetite for cult classics like *Slaughterhouse-Five*, *Cat's Cradle*, and *Breakfast of Champions*. What explains Vonnegut's appeal both past and present? In what ways did his views on free speech, technology, war, nuclear weapons, gender, human rights, labor, the environment, and the flaws of humankind reflect or subvert the norms of the postwar and cold war worlds. This course explores Kurt Vonnegut's place in the postwar world as a novelist, thinker, and celebrity. In addition to reading works from the Kurt Vonnegut canon, we will read newspaper articles and literary criticism, watch a film and a handful of interview clips, to examine both the world that Vonnegut created and the world that created him.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniors and juniors have priority

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$50 for books

Winter 2020

LEC Section: 01 TW 1:00 pm - 3:50 pm Yana Skorobogatov

HIST 19 (W) Special Collections: Curating Rare Books and Manuscripts for Our Times

What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We

will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable -- and not just in terms of their cost. We'll consider how historical events are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and make a day trip to visit a bookseller and curators at a peer institution. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections. Adjunct Instructor Bio: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography. Adjunct Instructor Bio: Lisa Conathan is Head of Special Collections at Williams College, overseeing the Chapin Library of Rare Books and the College Archives. She holds a BA in Linguistics from Dartmouth College, a PhD in Linguistics from the University of California, Berkeley, and a Master of Library Science from the University of Maryland.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random, if course is oversubscribed

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTR 10:00 am - 11:50 pm Anne Peale, Lisa Conathan

HIST 20 (W) France under the Nazis 1940-45: Democracy Abandoned, Antisemitism Unleashed

Cross-listings: ASTR 20 HIST 20

Secondary Cross-listing

France was Europe's cultural avatar in the 17th century, father of the Rights of Man in the 18th century, Art Capital of the World in the 19th Century, and essential in the 20th to victory in World War I. How did it find itself subservient to the dictates of a foreign ruling power in 1940 and helpless to prevent the usurpation of its democracy? How did France fail to protect the very rights of man that it had long-struggled to establish and achieve? In this course we will examine what happened politically and socially during the Vichy regime of 1940 to 1945. And when Germany's hegemony was upended in 1945 with the victory of the Allies in World War II, how did the French explain to those allies, and to themselves, how France had achieved its salvation? To explain all this, we will examine break-through historical studies from the 1970s, novels written at the time of the occupation and popular today, films of the era and beyond, as well as examples of analyses of French and foreign thinkers following the war and continuing into this century. Classes will meet twice a week for 2-3 hours. Students will be responsible for daily reading of secondary sources in the reading packets. They will view on Glow films from the Vichy era and beyond and be asked to analyze and share their impressions. Each student will be assigned a novel set in Vichy times; they will prepare a concise report for the group and 5-page paper explaining how the novel confirmed or countered their impressions of the era. Adjunct Instructor Bio: Ms. Bowden graduated magna cum laude from Vassar College, studying European history there, and subsequently at Columbia University. She has taught history at independent schools in New York and in the Queen's College graduate Education division.

Requirements/Evaluation: active class participation re readings and film topics, 5-page paper assessing assigned novel, thoughtful synopsis for fellow students

Prerequisites: none, though knowledge of French enriches the experience

Enrollment Limit: 12

Grading: pass/fail only

Materials/Lab Fee: \$36 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 20 HIST 20

Winter 2020

LEC Section: 01 Cancelled

HIST 30 (W) Workshop in Independent Research

This course is designed for junior majors and sophomores who are considering pursuing a senior thesis in History. It can either provide students greater experience in independent research or allow for an in-depth exploration of a specific topic under consideration for the thesis. The course will focus on key methods of historical research, such as defining a topic, familiarizing oneself with historiography, and finding and using primary sources. Students may pursue any topic, and assignments may be modified to fit students' particular needs and interests. The majority of class time will consist of individual meetings with the professor as well as consultations with librarians and other experts in your field. Students are expected to devote considerable time outside of class to independent research. The final assignment will be a 10-page paper, which can either be a detailed prospectus for a senior thesis or a research paper.

Class Format: independent research

Requirements/Evaluation: 10-page paper; weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: instructor will send students questions over email about their research plans; students with evidence of more formulated plans will receive preference

Grading: pass/fail only

Winter 2020

LEC Section: 01 TBA Karen R. Merrill

HIST 31 (W) Senior Thesis: History

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis

Requirements/Evaluation: thesis chapter

Prerequisites: HIST 493

Enrollment Limit: 20

Enrollment Preferences: only students writing a thesis in History can enroll for this course

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Sara Dubow

HIST 99 (W) Independent Study: History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Anne Reinhardt

HISTORY OF SCIENCE

(Div II and III, see course descriptions)

Chair: Professor Jason Storm

A major in the History of Science is not offered, but the occasional Contract Major or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: HSCI 101 is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. HSCI 224 Scientific Revolutions deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. HSCI 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

Courses of Related Interest

[PHIL 209 / STS 209 Philosophy of Science](#)

Taught by: [Bojana Mladenovic](#)
[Catalog details](#)

[SOC 368 / ENVI 368 Technology and Modern Society](#)

Taught by: [James Nolan](#)
[Catalog details](#)

HSCI 101 (S) Science, Technology, and Human Values

Cross-listings: HSCI 101 STS 101 SOC 201

Secondary Cross-listing

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 101 (D2) STS 101 (D2) SOC 201 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Grant Shoffstall

HSCI 236 (F) Automatic Culture: From the Mechanical Turk to A.I.

Cross-listings: SCST 236 STS 236 HSCI 236

Secondary Cross-listing

Using literary writing and visual representation as our primary points of entry, we will study the history of automation, exploring its effects as idea and as material implementation upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. Readings from such authors as E.T.A. Hoffman, Kurt Vonnegut, Roald Dahl, and Sydney Padua will be supplemented with studies in the history and historiography of technology. The objects we examine will be as different from one another as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and contemporary devices like Amazon's Echo.

Requirements/Evaluation: mid-term and final essays, discussion participation, and brief in-class writing exercises.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 236 (D2) STS 236 (D2) HSCI 236 (D2)

Not offered current academic year

HSCI 240 (F) Great Astronomers and Their Original Publications

Cross-listings: STS 240 LEAD 240 HSCI 240 ASTR 240 SCST 240

Secondary Cross-listing

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer L library and the expansion of the Chapin Library of Rare Books.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 240 (D3) LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

HSCI 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: ASTR 336 LEAD 336 HSCI 336

Secondary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 336 (D3) LEAD 336 (D3) HSCI 336 (D3)

Not offered current academic year

HSCI 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: STS 338 HSCI 338 REL 338 SOC 338

Secondary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about

embodiment, culture, and ways of being human.

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 338 (D2) HSCI 338 (D2) REL 338 (D2) SOC 338 (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Grant Shoffstall

HSCI 371 (S) Medicine, Technology, and Modern Power

Cross-listings: STS 371 SOC 371 SCST 371 HSCI 371

Secondary Cross-listing

Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 371 (D2) SOC 371 (D2) SCST 371 (D2) HSCI 371 (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

Winter Study -----

HSCI 99 (W) Indep Study: History of Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jason Josephson Storm

INTERDISCIPLINARY STUDIES (No Div)

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar's deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

INTR 219 (S) Women in National Politics

Cross-listings: INTR 219 WGSS 219 PSCI 219

Primary Cross-listing

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020

TUT Section: T1 Cancelled

INTR 223 (S) Image, Imaging, and Imagining: The Brain and Visual Arts

Cross-listings: INTR 223 PSYC 318

Secondary Cross-listing

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work.

Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. The class will include field trips to local museums.

Requirements/Evaluation: a midterm, in class writing assignments, participation in class discussions, and a final project

Prerequisites: PSYC 101 and an ARTH or ARTS course, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors; Psychology majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 223 (D3) PSYC 318 (D3)

Attributes: PSYC Area 1 - Behavioral Neuroscience

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Betty Zimmerberg

INTR 240 (F) Philosophy of Education

Cross-listings: PHIL 240 INTR 240

Secondary Cross-listing

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion.

Requirements/Evaluation: several short papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: only first-year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 240 (D2) INTR 240 (D2)

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

INTR 322 (S) Race, Culture, Incarceration

Cross-listings: AFR 322 INTR 322 AMST 322 PSCI 313

Primary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 322 (D2) INTR 322 (D2) AMST 322 (D2) PSCI 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

INTR 330 (S) Femininity, Captivity, and Cultural Politics

This tutorial examines female, pro-feminist leadership for human rights that shapes cultural norms and perceptions of social justice. The tutorial will examine contributions to: activism, literature, art, film, music, theory focused on advocacy democracy.

Requirements/Evaluation: students write primary papers and review papers each week

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 4

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

INTR 334 (S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration

Cross-listings: AFR 334 PSCI 346 INTR 334

Primary Cross-listing

This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A; 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper

Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a paragraph on their research interest relevant to the seminar

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 334 (D2) PSCI 346 (D2) INTR 334 (D2)

Not offered current academic year

INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343

Primary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 Cancelled

Winter Study -----

INTR 19 (W) The Restless Collection

Cross-listings: INTR 19 LEAD 19 ARTS 19 ARTH 19

Secondary Cross-listing

The Restless Collection, led by San Francisco-based independent curator Jordan Stein with curatorial staff from the Williams College Museum of Art (WCMA), investigates the WCMA permanent collection and other regional art collections as resources for the Williams College community and beyond. With an eye toward the coming Presidential election and ideas of resistance, agitation, and power, students will conduct both a broad survey of the WCMA collection and in-depth case studies of several artworks. The course's final project includes generating a speculative exhibition proposal against the backdrop of the current political moment. Fundamental questions include: How is an art collection assembled, let alone maintained and mediated? How is a collection evidence of a certain philosophy or proof of a particular position? Should collecting habits change in times of significant political disquiet? What is an exhibition and who governs the terms of its engagement? How has the form been activated not only by curators, but also by artists as a poem, proposal, or declaration? Through reading, dialogue, and hands-on learning, we develop strategies for how to dust off, contextualize, and re-contextualize complex collection artworks in public art galleries by employing "the exhibition" as a vehicle for ideas. The course further offers the chance to collaborate with WMCA and WC staff, including representatives from various departments, including archives, curatorial, collections, engagement, digital media, installation/preparation, and more. Potential site visits include Hancock Shaker Village, Bennington Museum, Williamstown Historical Society, and other special meetings. Adjunct Instructor Bio: Jordan Stein is an independent curator and collaborator with an interest in expanded models and methods of exhibition-making, over-looked and under-sung histories of art, and linking the past and present through the varied presentation of critical objects, non-objects, and ideas. He has organized exhibitions in a variety of institutions and scales, including the Berkeley Art Museum and Pacific Film Archive, Artists Space (New York), Matthew Marks Gallery (New York), the Renaissance Society (Chicago), The Glass House (New Canaan, CT), and San Francisco City Hall. He is a co-founder of the interdisciplinary collaborative group Will Brown, which realized over three dozen exhibitions and programs in their Mission District storefront from 2012-2015 before working parasitically with other organizations. He founded Cushion Works, a just-in-time gallery on the second floor of an active cushion-making workshop, in 2017. With Will Brown, he is the author of Bruce Conner: Brass Handles, and with Jason Fulford is the editor of Where to Score, a collection of hippie-era classified advertisements. Please see <http://jordanstein.com/> for more information.

Class Format: workshop/seminar

Requirements/Evaluation: exhibition proposal

Prerequisites: keen interest in museums, art collections and culture

Enrollment Limit: 8

Enrollment Preferences: random selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 19 LEAD 19 ARTS 19 ARTH 19

Winter 2020

LEC Section: 01 MWR 10:00 am - 10:50 am Jordan Stein, Christina Yang

INTR 99 (W) Indep Study: Interdisciplinary

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01

ROMANCE LANGUAGES (Div I)

ITALIAN

Chair: Professor Jennifer French

- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production
- Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures
- Carl B. Cornell, Visiting Assistant Professor of French
- Soledad Fox, V-Nee Yeh '81 Professor of Spanish and Comparative Literature; on leave 2019-2020
- Jennifer L. French, Chair of Romance Languages and Professor of Spanish
- Carlos Macias Prieto, Assistant Professor
- Brian Martin, Professor of French & Comparative Literature; on leave Spring 2020
- Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish
- Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
- Katarzyna M. Pieprzak, Associate Dean of the Faculty, Professor of Francophone Literature, French Language, and Comparative Literature; affiliated with: Romance Languages Department
- Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave Fall 2019
- Cécile Tresfels, Assistant Professor of French

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cfllc.williams.edu/italian.

RLIT 101 (F) Elementary Italian

This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions. *Conducted entirely in Italian.*

Class Format: five hours a week with the professor

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: none; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Michele Monserrati

RLIT 102 (S) Elementary Italian

This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions. *Conducted entirely in Italian.*

Class Format: five hours a week with the professor

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Michele Monserrati

RLIT 105 (F) Pathway to Proficiency

The course taught in Italian aims primarily at fine-tuning the student's speaking, reading and writing ability, while providing an introduction to the formal study of Italian culture and society through the analysis of short literary texts, articles, films, and plays. Students will review and expand the grammar structures learned in the previous semesters with the goal of achieving a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll.

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Michele Monserrati

Winter Study -----

RLIT 88 (W) Italian Sustaining Program

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Michele Monserrati

RLIT 99 (W) Independent Study: Italian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jennifer L. French

ASIAN STUDIES
JAPANESE
(Div I & II, see explanation below)

Chair: Professor George Crane

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese
- Man He, Assistant Professor of Chinese
- Shinko Kagaya, Professor of Japanese; on leave Spring 2020
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2019-2020
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese
- Li Yu, Professor of Chinese

Affiliated Faculty:

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science
- George Dreyfus, Jackson Professor of Religion
- Ju-Yu Scarlett Jang, Professor of Art
- Jason Josephson Storm, Professor of Religion
- Peter Just, Professor of Anthropology
- Aparna Kapadia, Associate Professor of History
- Eiko Maruko Siniawer, Professor of History
- Anne Reinhardt, Chair and Professor of History
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music
- Scott Wong, Charles R. Keller Professor of History

Visitors:

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies
- Eun Young Seong, Visiting Assistant Professor of Japanese
- Nana Takeda, Visiting Lecturer in Japanese
- Chen Wang, Visiting Assistant Professor of Chinese

Mission Statement and Learning Objectives

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

Learning Objectives for the Japanese Major

The Japanese major consists of a core language curriculum and a variety of interdisciplinary courses offered in the Asian Studies Department. In the Japanese language courses, students attain linguistic and cultural proficiency from the elementary through the advanced level. The interdisciplinary courses are designed to deepen students' understanding of and familiarity with diversity and dynamicity in Japanese culture.

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL intermediate-high to advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes
- Conduct research by engaging in cross-linguistic, cross-cultural, and comparative historical analysis with problem-solving and critical thinking skills.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.
- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

THE MAJOR

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Japanese are indicated below:

Japanese Major

Four additional semesters of Japanese language (300-level or higher).

One approved course in Japanese language (400-level), literature or culture.

One approved elective on Japan.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

JAPN 101 (F) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Shinko Kagaya

CON Section: 02 MWF 11:00 am - 11:50 am Nana Takeda

CON Section: 03 MWF 12:00 pm - 12:50 pm Nana Takeda

JAPN 102 (S) Elementary Japanese

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily classroom performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 101

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Kasumi Yamamoto

CON Section: 02 MWF 9:00 am - 9:50 am Nana Takeda

CON Section: 03 MWF 10:00 am - 10:50 am Nana Takeda

JAPN 131 (F) Introduction to Japanese Linguistics

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam

Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 201 (F) Intermediate Japanese

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 101-102 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Shinko Kagaya

CON Section: 02 MWF 9:00 am - 9:50 am Nana Takeda

CON Section: 03 MWF 10:00 am - 10:50 am Nana Takeda

JAPN 202 (S) Intermediate Japanese

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Class Format: fact classes, three hours per week; act classes three hours per week

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 201 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 11:00 am - 11:50 am Nana Takeda

CON Section: 03 MWF 12:00 pm - 12:50 pm Nana Takeda

JAPN 220 (S) Being Korean in Japan

Cross-listings: ASST 220 JAPN 220

Primary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm exam; group presentation; final essay

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 220 (D1) JAPN 220 (D1)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Eun Young Seong

JAPN 223 (S) Japanese Food Culture in a Global Context

Cross-listings: JAPN 223 COMP 223

Primary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

Requirements/Evaluation: active class participation, three response papers, two small projects (including descriptions and class presentations), and one research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 223 (D1) COMP 223 (D1)

Not offered current academic year

JAPN 258 (S) Language and Literacy Development

Cross-listings: JAPN 258 PSYC 258

Primary Cross-listing

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 260 (F) Japanese Theatre and its Contemporary Context

Cross-listings: JAPN 260 COMP 262 THEA 262

Primary Cross-listing

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? *All readings and discussion will be in English.*

Class Format: discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 260 (D1) COMP 262 (D1) THEA 262 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

JAPN 274 (F) Confronting Japan

Cross-listings: COMP 274 JAPN 274

Primary Cross-listing

This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested.

Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Japanese majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 274 (D1) JAPN 274 (D1)

Not offered current academic year

JAPN 276 (S) Premodern Japanese Literature and Performance

Cross-listings: JAPN 276 COMP 278

Primary Cross-listing

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 276 (D1) COMP 278 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

JAPN 301 (F) Upper-Intermediate Japanese

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 202 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Eun Young Seong

JAPN 302 (S) Upper-Intermediate Japanese

This course is a continuation of Japanese 301. Students will, further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes, a midterm, and a final exam

Prerequisites: JAPN 301 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Eun Young Seong

JAPN 401 (F) Advanced Japanese

A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)

Prerequisites: JAPN 302 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Eun Young Seong

JAPN 402 (S) Advanced Japanese

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

Class Format: three 75-minute classes

Requirements/Evaluation: daily performance, homework, quizzes and projects (presentations)

Prerequisites: JAPN 401 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

JAPN 406 (F) Advanced Japanese: JLPT 1, 2 or 3

This course is for advanced students, especially for those who would aim to pass Level 1, 2, or 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services. JLPT not only measures examinees' skill level, but has been used as a form of qualification, and also often for employment screening and evaluation. Students will work on all five areas of chōkai (listening comprehension), dokkai (reading comprehension), bunpō (grammar), goi (vocabulary) and kanji, based on their skill level.

Requirements/Evaluation: daily preparation and in-class performance, a weekly journal, and taking the JLPT exam suited to your level in December

Prerequisites: any one of Japanese 300- or 400-level courses or permission of instructor

Enrollment Limit: 5

Expected Class Size: 4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

JAPN 407 (F) An Exploration of Japanese Language and Culture

Cross-listings: ASST 207 JAPN 407

Primary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 207 (D1) JAPN 407 (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 493 (F) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA George T. Crane

JAPN 494 (S) Senior Thesis: Japanese

Japanese senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA George T. Crane

JAPN 497 (F) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA George T. Crane

JAPN 498 (S) Independent Study: Japanese

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA George T. Crane

Winter Study -----

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA George T. Crane

JAPN 88 (W) Japanese Sustaining Program

Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation

Prerequisites: Japanese 101

Grading: pass/fail option only

Materials/Lab Fee: one Xerox packet

Winter 2020

LAB Section: 01 MWR 9:00 am - 9:50 am Nana Takeda

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA George T. Crane

JEWISH STUDIES (Div II)

Chair: Professor Edan Dekel

Advisory Committee

- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Alexandra Garbarini, Professor of History
- Jeffrey I. Israel, Associate Professor of Religion

THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

Gateway Courses (can also count as core courses):

[REL 201 / COMP 201 / JWST 201](#)The Hebrew Bible

Taught by: [Edan Dekel](#)

[Catalog details](#)

[REL 203 / JWST 101](#)Judaism: Before The Law

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

Core Courses

[ANTH 334 / COMP 334 / JWST 334 / REL 334\(S\)](#)Imagining Joseph

Taught by: [Peter Just](#)

[Catalog details](#)

[ARAB 363 / JWST 268 / REL 268 / HIST 311 / COMP 363\(S\)](#)Where are all the Jews?

Taught by: TBA

[Catalog details](#)

[HIST 230 / JWST 230\(F\)](#)Modern European Jewish History, 1789-1948

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 338 / REL 296 / JWST 338\(F\)](#)The History of the Holocaust

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 434 / REL 335 / JWST 434\(S\)](#)The Meaning of Diaspora and the Jews of Europe

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 480 T / ARAB 480 / GBST 480 / JWST 480](#)Interpretations of the Israeli Palestinian Conflict

Taught by: [Magnús Bernhardtsson](#)

[Catalog details](#)

[HIST 490 T / JWST 490](#)Memory, History, and the Extermination of the Jews of Europe

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 495 T / JWST 495\(F\)](#)Memoirs, Memory and the Modern Jewish Experience

Taught by: [Maud Mandel](#)

[Catalog details](#)

[REL 202 / JWST 202 / COMP 214](#)Moses: Stranger in a Strange Land

Taught by: [Edan Dekel](#)
[Catalog details](#)
[REL 205 / CLAS 205 / JWST 205 / COMP 217Ancient Wisdom Literature](#)

Taught by: [Edan Dekel](#)
[Catalog details](#)
[REL 206 / COMP 206 / JWST 206The Book of Job and Joban Literature](#)

Taught by: [Edan Dekel](#)
[Catalog details](#)
[REL 207 / CLAS 207 / JWST 207 / COMP 250From Adam to Noah: Literary Imagination and the Primeval History in Genesis](#)

Taught by: [Edan Dekel](#)
[Catalog details](#)
[REL 208 / COMP 207 / JWST 208\(S\)Genesis: The Family Saga](#)

Taught by: [Edan Dekel](#)
[Catalog details](#)
[REL 209 / JWST 209Jewish America](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)
[REL 222 / COMP 211 / JWST 222\(F\)The Jewish Art of Interpretation](#)

Taught by: [Edan Dekel](#), [Jeffrey Israel](#)
[Catalog details](#)
[REL 249 / JWST 249Anti-Semitism](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)
[REL 259 / ENGL 259 / JWST 259\(S\)Ethics of Jewish American Fiction](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)
[REL 330 / PSCI 375 / JWST 492Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)

Elective Courses

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

[CRHE 101\(F\)Hebrew](#)

Taught by: TBA
[Catalog details](#)

[CRHE 102\(S\)Hebrew](#)

Taught by: TBA
[Catalog details](#)

[HIST 111 / ARAB 111 / LEAD 150Movers and Shakers in the Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239\(F\)The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[HIST 239\(F\)Germany in the Twentieth Century](#)

Taught by: [Thomas Kohut](#)
[Catalog details](#)
[HIST 409 / ARAB 409 / GBST 409\(F\)Crescent, Cross, and Star: Religion and Politics in the Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[PSCI 339 T / JWST 339\(F\)Politics in Dark Times: Hannah Arendt](#)

Taught by: [Laura Ephraim](#)
[Catalog details](#)

Capstone Course

[HIST 434 / REL 335 / JWST 434\(S\)The Meaning of Diaspora and the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)
[Catalog details](#)

[HIST 490 T / JWST 490Memory, History, and the Extermination of the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)
[Catalog details](#)
[REL 330 / PSCI 375 / JWST 492 Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)
[Catalog details](#)

THE DEGREE WITH HONORS IN JEWISH STUDIES

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity

OVERSEAS STUDIES

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Gateway course and Capstone course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

FUNDING

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101 (F) Judaism: Before The Law

Cross-listings: REL 203 JWST 101

Secondary Cross-listing

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's *The Trial* with his parable "Before The Law," Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation.*

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 203 (D2) JWST 101 (D2)

Attributes: JLST Interdepartmental Electives JWST Gateway Courses

Not offered current academic year

JWST 201 (F) The Hebrew Bible

Cross-listings: COMP 201 REL 201 JWST 201

Secondary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: discussion

Requirements/Evaluation: class participation, short written assignments, and two to three longer papers

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 201 (D1) REL 201 (D2) JWST 201 (D2)

Attributes: JWST Gateway Courses

Not offered current academic year

JWST 202 (S) Moses: Stranger in a Strange Land

Cross-listings: JWST 202 COMP 214 REL 202

Secondary Cross-listing

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 202 (D2) COMP 214 (D1) REL 202 (D2)

Attributes: JWST Core Electives

Not offered current academic year

JWST 204 (F) Jesus and Judaism

Cross-listings: JWST 204 REL 204

Secondary Cross-listing

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianness? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

Requirements/Evaluation: active preparation and participation, papers

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Religion Majors and Jewish Studies concentrators get preference

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 204 (D2) REL 204 (D2)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Phillip J. Webster

JWST 205 (S) Ancient Wisdom Literature

Cross-listings: COMP 217 REL 205 JWST 205 CLAS 205

Secondary Cross-listing

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 217 (D2) REL 205 (D2) JWST 205 (D2) CLAS 205 (D2)

Attributes: JWST Core Electives

Not offered current academic year

JWST 206 (S) The Book of Job and Joban Literature

Cross-listings: COMP 206 REL 206 JWST 206

Secondary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 206 (D2) REL 206 (D2) JWST 206 (D2)

Attributes: JWST Core Electives

Not offered current academic year

JWST 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: CLAS 207 COMP 250 REL 207 JWST 207

Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: class participation and several writing assignments

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 207 (D1) COMP 250 (D2) REL 207 (D2) JWST 207 (D2)

Attributes: JWST Core Electives

Not offered current academic year

JWST 208 (S) Genesis: The Family Saga

Cross-listings: REL 208 COMP 207 JWST 208

Secondary Cross-listing

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

Requirements/Evaluation: class participation, a series of short writing assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 208 (D2) COMP 207 (D1) JWST 208 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

JWST 209 (S) Jewish America

Cross-listings: JWST 209 REL 209

Secondary Cross-listing

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie*, *Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 209 (D2) REL 209 (D2)

Attributes: JWST Core Electives

Not offered current academic year

JWST 217 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

JWST 219 (S) Judaism Under Ancient Greek and Roman Imperialisms

Cross-listings: CLAS 219 REL 219 JWST 219

Secondary Cross-listing

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Religion majors, Jewish Studies concentrators, Classics majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Phillip J. Webster

JWST 222 (F) The Jewish Art of Interpretation

Cross-listings: REL 222 JWST 222 COMP 211

Secondary Cross-listing

Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the

dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 222 (D2) JWST 222 (D2) COMP 211 (D2)

Attributes: JWST Core Electives

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel, Jeffrey I. Israel

JWST 230 (F) Modern European Jewish History, 1789-1948

Cross-listings: HIST 230 JWST 230

Secondary Cross-listing

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: discussion

Requirements/Evaluation: class participation, two papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 230 (D2) JWST 230 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Alexandra Garbarini

JWST 249 (F) Anti-Semitism (DPE)

Cross-listings: REL 249 JWST 249

Secondary Cross-listing

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249 (D2) JWST 249 (D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Not offered current academic year

JWST 259 (S) Ethics of Jewish American Fiction

Cross-listings: REL 259 ENGL 259 JWST 259

Secondary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 259 (D2) ENGL 259 (D1) JWST 259 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

JWST 270 (S) Jewish and Christian Identity in the Ancient World

Cross-listings: REL 270 JWST 270

Secondary Cross-listing

The modern engagement with the many ways that we construct identity has been matched by a similar wave of studies about identity construction in the ancient world. In this course, we will discuss the rise of "Judaism" and "Jewish identity" in the ancient period (looking at roughly 400 BCE-200 CE),

and compare it with the movement of the followers of Jesus as a negotiation of a new identity within Judaism (roughly 30 CE-200 CE). We will conclude with the question of the "Parting of the Ways" of these two groups.

Requirements/Evaluation: three short papers (4-5 pages), one final paper (10-15 pages), close reading of materials, engagement with class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 270 (D2) JWST 270 (D2)

Not offered current academic year

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

JWST 289 (F) The Talmud on What it Means to be Human

Cross-listings: JWST 289 REL 289

Secondary Cross-listing

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud envisions human difference and similarity in terms of humans' relationships with animals and material things. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary theories and methods (Posthumanism and New Materialism) for considering what it means to be human in a world of animals and things.

Requirements/Evaluation: weekly papers, final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Religion majors, Jewish Studies students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 289 (D2) REL 289 (D2)

Not offered current academic year

JWST 334 (S) Imagining Joseph

Cross-listings: COMP 334 REL 334 ANTH 334 JWST 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 334 (D1) REL 334 (D2) ANTH 334 (D2) JWST 334 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Peter Just

JWST 338 (F) The History of the Holocaust

Cross-listings: HIST 338 JWST 338 REL 296

Secondary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Alexandra Garbarini

JWST 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: JWST 339 PSCI 339

Secondary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 339 (D2) PSCI 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2019

TUT Section: T1 TBA Laura D. Ephraim

JWST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 JWST 434

Secondary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 434 (D2) REL 335 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alexandra Garbarini

JWST 480 (F) Interpretations of the Israeli Palestinian Conflict (DPE)

Cross-listings: GBST 480 ARAB 480 JWST 480 HIST 480

Secondary Cross-listing

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 480 (D2) ARAB 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict through the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Not offered current academic year

JWST 490 (S) Memory, History, and the Extermination of the Jews of Europe

Cross-listings: JWST 490 HIST 490

Secondary Cross-listing

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 490 (D2) HIST 490 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Not offered current academic year

JWST 492 (S) Modern Jewish Political Theory

Cross-listings: PSCI 375 JWST 492 REL 330

Secondary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)

Attributes: JWST Capstone Course JWST Core Electives

Not offered current academic year

JWST 493 (F) Senior Thesis: Jewish Studies

Jewish Studies thesis.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Edan Dekel

JWST 494 (S) Senior Thesis: Jewish Studies

Jewish Studies thesis.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

JWST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Secondary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

JWST 497 (F) Independent Study: Jewish Studies

Jewish Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Edan Dekel

JWST 498 (S) Independent Study: Jewish Studies

Jewish Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Edan Dekel

Winter Study -----

JWST 31 (W) Senior Thesis: Jewish Studies

Jewish Studies senior thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Edan Dekel

JWST 99 (W) Independent Study: Jewish Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Edan Dekel

JUSTICE AND LAW STUDIES (Div II)

Chair: Lecturer in Humanities Alan Hirsch

Advisory Committee

- Melissa J. Barry, Professor of Philosophy
- Justin Crowe, Associate Professor of Political Science; affiliated with: Leadership Studies Program; on leave 2019-2020
- Sara Dubow, Professor of History
- William M. Gentry, Professor of Economics; on leave Fall 2019
- Nimu Njoya, Assistant Professor of Political Science
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Cheryl Shanks, Professor of Political Science; on leave Fall 2019

Justice and Law Studies is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, government officials, and others think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools for thinking critically and arguing about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

THE CONCENTRATION

The concentration in Justice and Law Studies consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Other courses, not listed below, may be approved by the Chair.

Students may declare a program concentration at any point during their academic career.

Senior Seminar

In 2018-19, the senior seminar will be *The Unwritten Constitution* taught by Professor Hirsch.

Electives

[AFR 132 / AMST 132 / PSCI 132](#)[Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 476 / HIST 476](#)[CAPSTONE: Black Radicalism](#)

Taught by: [Shanti Singham](#)

[Catalog details](#)

[ECON 374 T](#)[Poverty and Public Policy](#)

Taught by: [Lara Shore-Sheppard](#)

[Catalog details](#)

[ECON 470\(S\)](#)[The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ENGL 407 / COMP 407\(F\)](#)[Literature, Justice and Community](#)

Taught by: [Christopher Pye](#)

[Catalog details](#)

[ENVI 328 / PSCI 328](#)[Global Environmental Politics](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[HIST 152 / WGSS 152\(S\)](#)[The Fourteenth Amendment and the Meanings of Equality](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[HIST 153 T](#)[Establishment & Exercise: Religion and the Constitution in the United States](#)

Taught by: TBA

[Catalog details](#)

[HIST 167 / AFR 167 / AMST 167\(F\)](#)[Let Freedom Ring? African Americans and Emancipation](#)

Taught by: [Gretchen Long](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322\(S\)](#)[Race, Culture, Incarceration](#)

Taught by: TBA

[Catalog details](#)

[INTR 343 T / AFR 343 / AMST 343 / WGSS 343\(S\)Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: TBA

[Catalog details](#)

[PHIL 114Freedom and Society](#)

Taught by: [Justin Shaddock](#)

[Catalog details](#)

[PHIL 119\(S\)Justice, Democracy and Freedom: Plato with Footnotes](#)

Taught by: [Jana Sawicki](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228\(F\)Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 337 TJustice in Health Care](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PSCI 223International Law](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 334\(S\)Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSCI 359 TThe Body as Property](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[REL 203 / JWST 101Judaism: Before The Law](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 214 / PSCI 271Religion and the State](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 243 / ARAB 243 / WGSS 243 / HIST 302Islamic Law: Past and Present](#)

Taught by: [Saadia Yacoob](#)

[Catalog details](#)

[RUSS 331 T / COMP 331 / ENGL 371The Brothers Karamazov](#)

Taught by: [Julie Cassidy](#)

[Catalog details](#)

[WGSS 376\(S\)Sex, Gender, and the Law in U.S. History](#)

Taught by: TBA

[Catalog details](#)

STUDY ABROAD

Students who study abroad should consult with the program chair to ensure that they can complete the requirements. Courses abroad may qualify as JLST electives if appropriate.

JLST 101 (F) Introduction to Justice and Law

This course will examine various aspects of America's legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea-bargaining, and civil settlement; and the roles of diverse participants in the system, e.g., judges, jurors, litigants, lawyers, and legislators. The course will emphasize the deeply interdisciplinary nature of law, exploring the law's intersections with politics, history, economics, anthropology, statistics, psychology, philosophy, art, sports, science, religion, and cyberspace.

Class Format: discussion

Requirements/Evaluation: three papers, a final exam, and class participation; attendance is mandatory; Williams' honor code applies to all assignments

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-years and sophomores

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Alan Hirsch

JLST 272 (F) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Melissa J. Barry

JLST 397 (F) Independent Study: Legal Studies

Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Alan Hirsch

JLST 398 (S) Independent Study: Legal Studies

Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Alan Hirsch

JLST 401 (S) The Unwritten Constitution

"The eight thousand words of America's written constitution only begin to map out the basic ground rules that actually govern our land." So begins Akhil Amar's book *America's Unwritten Constitution*. Amar recasts the debate over whether America has a "living Constitution," a debate usually revolving around whether change in constitutional meaning requires resort to the formal amendment process or can be achieved through judicial interpretation. Amar supports the latter view, but proposes something far-reaching: history itself effectively amends the Constitution. Thus, for example, he argues that speeches by Martin Luther King and precedents set by George Washington, as well as the daily activities and assumptions of ordinary Americans, have become constitutional subtext requiring consideration when we interpret the Constitution. Is that notion convincing? Preposterous? A healthy way of understanding the inevitable intersection of law, history, and politics? A transparent excuse to read one's own views into the Constitution? Through a careful reading of Amar, and other important constitutional theorists (including Antonin Scalia, Robert Bork, Laurence Tribe, Ronald Dworkin, and Richard Posner), we will probe different ways of thinking about the Supreme Law of the Land.

Requirements/Evaluation: two papers, a final exam, and class participation

Prerequisites: PSCI 216 or PSCI 217 (or consent of the instructor)

Enrollment Limit: 19

Enrollment Preferences: Justice and Law Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Alan Hirsch

JLST 402 (S) International and Transitional Justice

Cross-listings: JLST 402 PSCI 325

Secondary Cross-listing

Before the 1990s, the world saw only occasional, discrete war crimes trials after major-power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. The UN Security Council, alongside national governments, decides on legitimacy and punishment. At the same time, worries about residual impunity or the effect that punishment might have on societies' futures has led to the development of national and social courts, as well as national military tribunals, to complement those at the international level. Meanwhile, national activists look to international apologies and reparations for models of what to demand. Examples of internationalized transitional justice abound. This research seminar examines the intent, process, meaning and consequence of these new practices, particularly in terms of national constitutions, international law, and principles of justice.

Class Format: seminar

Requirements/Evaluation: four papers, longer final paper, class participation

Prerequisites: Political Science major or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors concentrating in International Relations

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JLST 402 (D2) PSCI 325 (D2)

Attributes: PSCI International Relations Courses PSCI Research Courses

Not offered current academic year

JLST 403 (S) Senior Seminar in Human Rights in International Politics and Law

Cross-listings: JLST 403 PSCI 420

Secondary Cross-listing

The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Requirements/Evaluation: three lead essays, three critique essays, and one final essay

Prerequisites: PSCI 202, senior standing, permission of instructor

Enrollment Limit: 18

Enrollment Preferences: PSCI majors, senior JLST concentrators; seniors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JLST 403 (D2) PSCI 420 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

Winter Study -----

JLST 13 (W) United States Environmental Law: Its Historic Roots, Its Uncertain Future

Cross-listings: ENVI 13 JLST 13

Primary Cross-listing

Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly fifty years since the modern era of environmental law began. As a preface, we will consider the significantly more limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation. We will examine the reasons why the law's early application in the first half of the 20th century almost exclusively to the conservation and preservation of natural resources took on in the second half a markedly different approach, one emphasizing pollution control and all but ignoring resource conservation. The course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss, but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future. In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal solutions imposed. Cases decided at the appellate level will be introduced and examined through their trial court memoranda opinions in order to observe how the legal system actually works and how frequently the reasoning and conclusions behind the trial judge's decision changes as the case works its way through the appellate process. This course will be presented from a litigator's point of view, that is to say, both the practical and the theoretical, emphasizing what is possible to achieve in the litigator's real world as informed by what the academician would present from the security of the classroom. Evaluation will be based on attendance and classroom participation. Students will prepare several short papers, single-page "clerk's notes," which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the

conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues. Adjunct Instructor Bio: Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History and then he earned his law degree from The University of Chicago Law School and practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

Requirements/Evaluation: five single-spaced, 1-page papers called "clerk's notes," class performance, including a team approach to the Pebble Mine, Alaska, permitting controversy

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: seniors first, then juniors, etc

Grading: pass/fail only

Materials/Lab Fee: approximately \$100 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 13 JLST 13

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Philip R. McKnight

JLST 15 (W) The Work of the Supreme Court: A Simulation

Cross-listings: CHEM 15 JLST 15

Primary Cross-listing

The objective of this course is to provide students with an understanding of the personal, theoretical, and institutional characteristics that impact the decision making process of the nation's highest court. At the beginning of the course, the students will be provided with briefs, relevant decisions and other materials for a case currently pending before the court. Where possible, cases will be selected that address constitutional issues that also have a political and/or historical significance. Past examples include the constitutionality of provisions in the Affordable Care Act, rights of prisoners held in Guantanamo, the extent of First Amendment rights of students, and the applicability of the State Secrets doctrine to the country's extraordinary rendition program. Four students (two on each side) will be assigned to prepare and present oral arguments to the "Court", which will consist of the other eight students, each playing the role of a Supreme Court Justice. An instructor will act as the Chief Justice to coordinate the student Justices and keep them on focus. After the oral argument, the "Court" will confer and prepare majority and minority opinions, which will be announced in "open court" at the conclusion of the term. Adjunct Instructor Bio: Robert Groban is a former Assistant U.S. Attorney, SDNY, and current partner in Berry Appleman & Leiden LLP. Adjunct Instructor Bio: Thomas Sweeney retired former litigator with Hogan & Hartson and Hogan Lovells.

Requirements/Evaluation: short paper and final project or presentation; oral argument, or written court opinions

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$10 and approximately \$45 for books

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 15 JLST 15

Winter 2020

LEC Section: 01 Cancelled

JLST 17 (W) State Constitutions, State Courts, and Individual Rights

Cross-listings: PSCI 17 JLST 17

Secondary Cross-listing

Most people are familiar with the idea that the federal constitution, as interpreted by the U.S. Supreme Court, can serve as an important (albeit

controversial) tool for vindicating individual rights. Cases involving rights to same-sex marriage, abortion, and gun ownership are just a few recent examples of the U.S. Supreme Court and the federal constitution taking center stage in battles over individual rights. But there is another, equally important, source of individual rights that is sometimes overlooked and understudied: state constitutions. Each state has its own constitution, which may contain different rights and protections from those in the federal constitution, and its own courts, which interpret that constitution. In this class, we'll take a look at the role of state constitutions and courts in protecting individual rights and influencing federal constitutional interpretation. From assessing the constitutionality of compelled sterilization to protecting citizens from unreasonable searches and seizures, we'll examine the interplay between state and federal courts and constitutions. To do this, we'll read the book *51 Imperfect Solutions: States and the Making of American Constitutional Law* by Judge Jeffrey S. Sutton (class of 1983). As a final project, students will choose a legal issue, evaluate its chances of success under the federal constitution and their home state constitution (or state constitution of their choosing), develop a basic litigation strategy aimed at achieving their objectives, and present that evaluation and strategy to the class. Adjunct Instructor Bio: Erin Lagesen (class of 1991) is a judge on the Oregon Court of Appeals. At Williams, she double majored in Mathematics and English. Adjunct Instructor Bio: Susan Yorke (class of 2006) is an appellate attorney in San Francisco, and she also graduated from Williams with a double major in Mathematics and English.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 17 JLST 17

Winter 2020

LEC Section: 01 TRF 1:00 pm - 2:50 pm Susan Yorke, Erin C. Lagesen

JLST 99 (W) Independent Study: Legal Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Alan Hirsch

CLASSICS (Div I)

LATIN

Chair: Professor Edan Dekel

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Morgan V. King, Visiting Assistant Professor of Classics
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not

including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and from Latin prose (e.g., Pliny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

Enrollment Limit: 15

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

CLLA 102 (S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and from Latin prose (e.g., Pliny's *Letters*).

Class Format: recitation/discussion

Requirements/Evaluation: frequent quizzes, tests, classroom exercises, and a final exam

Prerequisites: CLLA 101 or permission of department

Enrollment Limit: 18

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: credit granted only if both semesters (CLLA 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

CLLA 201 (F) Intermediate Latin: The Late Republic

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Class Format: recitation/discussion

Requirements/Evaluation: classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well

Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

Enrollment Limit: 12

Expected Class Size: 6-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Amanda R. Wilcox

CLLA 302 (S) Vergil's "Aeneid"

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while

at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

Class Format: discussion/recitation

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 405 (F) Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome

Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis. We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 406 (F) Horace's Odes

This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Edan Dekel

CLLA 407 (F) Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries and Cicero's speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

Class Format: discussion

Requirements/Evaluation: class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-9

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 408 (S) Roman Comedy

Roman comedy flourished only briefly, between the second and third Punic Wars, but its cultural-historical importance is undeniable. In these *fabulae palliatae*, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked but ultimately reasserted. We will read the *Menaechmi* of Plautus and the *Adelphoe* of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We may also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.

Class Format: discussion/recitation

Requirements/Evaluation: evaluation will be based on class participation, several papers of varying length, a midterm and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 409 (S) Seneca and the Self

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

Requirements/Evaluation: class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 414 (F) Vergil's Eclogues and Georgics

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

CLLA 415 (S) Ovid's *Metamorphoses*

This course will explore Ovid's greatest work, an epic poem in fifteen books entitled *Metamorphoses*. Ovid's poem narrates the story of the world from its beginning down to his own day, the reign of Augustus, via a series of tales closely woven together through the theme of change. We will translate and discuss large portions of the Latin text along with selections from contemporary scholarship in order to consider the poem in its original political and cultural context as well as its relationship to earlier models and its post-classical reception.

Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Classics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Amanda R. Wilcox

Winter Study -----

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Edan Dekel

LATINA/O STUDIES (Div II)

Chairs: Professor María Elena Cepeda & Professor Carmen Whalen

- María Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Study, American Studies Program
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program
- Jacqueline Hidalgo, Chair of Religion and Associate Professor of Latina/o Studies and Religion; affiliated with: Latina/o Studies Program
- Roger A. Kittleson, Professor of History; affiliated with: Latina/o Studies Program
- Shantee Rosado, U.S. Afro-Latinidades Fellow In Latina and Latino Studies
- Nelly A. Rosario, Associate Professor of Latina/o Studies
- Alberto Sandoval-Sanchez, Bennett Boskey Visiting Professor of Latina/o Studies
- Eddy Sandoval, Gaius Charles Bolin Fellow in Latina/o Studies
- Carmen T. Whalen, Interim Director of the Davis Center, Carl W. Vogt '58 Professor of History; affiliated with: History Department, Latina/o Studies Program

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories, representations, and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required course:

One of the following 400-level seminars:

[LATS 408 / AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411\(F\) Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [María Elena Cepeda](#)

[Catalog details](#)

[LATS 420 / ENVI 421\(S\) Latinx Ecologies](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 471 / HIST 471 Comparative Latina/o Migrations](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

Two of the following core electives:

[HIST 385 / LATS 385 Politics and Everyday Life: Latinas/os in New York City and Beyond](#)

Taught by: TBA

[Catalog details](#)

[LATS 106 T Coming of Age in the City: Growing up and Growing Older in Communities of Color](#)

Taught by: TBA

[Catalog details](#)

[LATS 112Caribbean Diasporic Aesthetics: An Introduction](#)

Taught by: [Sebastian Perez](#)

[Catalog details](#)

[LATS 114 / AMST 114\(S\)Of Caravans and Narcos: U.S. Media Narratives about Central and South America](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205Chicana/o Film and Video](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[LATS 220 / AMST 221 / ENVI 221Introduction to Urban Studies: Shaping and Living the City](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 222 / ENGL 252\(F, S\)Ficciones: A Writing Workshop](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 224 / AMST 224 / REL 224U.S. Latinx Religions](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 228 / REL 223 / AFR 228 / AMST 228Revolt and Revelation in 20th-Century Americas](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 231 / AMST 231 / WGSS 232Approaches to Media Studies: Analyzing Mediated Difference](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 232 / ENGL 232We the People in the Stacks: Democracy and Literatures of Archives](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 234\(F\)From Conga to Hip Hop: Center-staging Latinidades on Broadway](#)

Taught by: [Alberto Sandoval-Sanchez](#)

[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240\(F\)Latina/o Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 246 / AMST 246Aesthetics and Place-making in Latina/o New York](#)

Taught by: [Sebastian Perez](#)

[Catalog details](#)

[LATS 252 / AMST 252Puerto Rico and its Diaspora](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 286 / HIST 286Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 312 / AMST 312 / ENVI 313Chicago](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 313 / AMST 313 / WGSS 313 / AFR 326\(S\)Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 316\(F\)The Graphic Narrative: A "Global South" Perspective](#)

Taught by: TBA

[Catalog details](#)

[LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328California: Myths, Peoples, Places](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 320\(S\)The Latina/o AIDS Archive: A Cultural Recovery and Revisionary Project in Progress](#)

Taught by: [Alberto Sandoval-Sanchez](#)

[Catalog details](#)

[LATS 330\(S\)DNA + Latinx: Decoding the "Cosmic Race"](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 340\(F\)U.S. Afro-Latinidades](#)

Taught by: [Shantee Rosado](#)

[Catalog details](#)

[LATS 346 / AMST 346Latinas/os and the Media: From Production to Consumption](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 348 / AMST 348 / COMP 348Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 358 / ARTH 358\(S\)Latinx Installation and Site-Specific Art](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[LATS 386 / HIST 386 / WGSS 386Latinas in the Global Economy: Work, Migration, and Households](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 397\(F\)Independent Study: Latina/o Studies](#)

Taught by: [Mérida Rúa](#)

[Catalog details](#)

[LATS 398\(S\)Independent Study: Latina/o Studies](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[REL 309 T / AFR 309 / LATS 309Scriptures and Race](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[REL 326 T / COMP 326 / WGSS 326 / LATS 426Queer Temporalities](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism

[AFR 248 / HIST 248The Caribbean: From Slavery to Independence](#)

Taught by: [Shanti Singham](#)

[Catalog details](#)

[ARTH 210\(F\)Intro to Latin American and Latina/o Art: Contradictions & Continuities, Postcolonial to the Present](#)

Taught by: [Mari Rodriguez Binnie](#)

[Catalog details](#)

[ARTH 440 / LATS 440\(F\)Contemporary Exhibitions: Los Angeles and Latin America](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[HIST 143\(F\)Soccer and History in Latin America: Making the Beautiful Game](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 243Modern Latin America, 1822 to the Present](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 346 / AFR 346\(S\)Modern Brazil](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 347Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 492 T\(S\)Revolutionary Thought in Latin America](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[LATS 114 / AMST 114\(S\)Of Caravans and Narcos: U.S. Media Narratives about Central and South America](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[PSCI 266The United States and Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 T\(S\)Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 352 / GBST 352Politics in Mexico](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[RLSP 274 / WGSS 275 / COMP 286](#) [Women's Contemporary Cultural Production in Latin America](#)

Taught by: [Roxana Blancas Curiel](#)
[Catalog details](#)

[RLSP 306 T / COMP 302](#) [Latino Writing: Literature by U.S. Hispanics](#)

Taught by: [Gene Bell-Villada](#)
[Catalog details](#)

[WGSS 337 / ANTH 337](#) [Race, Sex & Gender in Brazil](#)

Taught by: [Gregory Mitchell](#)
[Catalog details](#)

Comparative Race and Ethnic Studies

Students can check with the program chair to see if other courses not listed here might count as electives.

[AFR 200\(F, S\)](#) [Introduction to Africana Studies](#)

Taught by: [Rashida Braggs](#)
[Catalog details](#)

[AMST 403 / AFR 333 / LATS 403\(S\)](#) [New Asian American, African American, Native American, and Latina/o Writing](#)

Taught by: [Dorothy Wang](#)
[Catalog details](#)

[ARTH 462 / AMST 462 / LATS 462 / ARTH 562](#) [Art of California: Pacific Standard Time](#)

Taught by: [C. Ondine Chavoya](#)
[Catalog details](#)

[HIST 380](#) [Comparative American Immigration History](#)

Taught by: [Scott Wong](#)
[Catalog details](#)

[REL 247 / AMST 247 / ENVI 247 / LATS 247](#) [Race and Religion in the American West](#)

Taught by: [Lloyd Barba](#)
[Catalog details](#)

[WGSS 240 / SOC 240 / AMST 241 / LATS 241 / THEA 241](#) [Performing Masculinity in Global Popular Culture](#)

Taught by: [Gregory Mitchell](#)
[Catalog details](#)

THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:

Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.

Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5-to 8-page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

STUDY ABROAD

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other "countries of origin." Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. Although syllabus and description, including readings and assignments, would be preferable.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. 1 of 5 for the concentration and can only count as an elective.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Requirements that cannot be fulfilled: Intro Course, Senior Seminar, 2 Core Electives.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LATS 105 (F) Latina/o Identities: Constructions, Contestations, and Expressions

What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 57 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group's unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Class Format: discussion

Requirements/Evaluation: participation and several short papers (1-5 pages) throughout the semester

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for concentration in Latina/o Studies

Distributions: (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Jacqueline Hidalgo, Nelly A. Rosario

LATS 106 (S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (DPE)

This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have profoundly affected the daily collective lives of certain populations from childhood to elderhood. In so doing, we will also consider how age and age relations are highly differentiated by race, class, and gender, as well as how cities are organized and arranged to create and recreate categories and ideas associated with age.

Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This DPE tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality in the United States.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives LATS Core Electives

Not offered current academic year

LATS 112 (F) Caribbean Diasporic Aesthetics: An Introduction

This course explores how aesthetics can serve as an organizing principle for the critique, analysis, and theorizing of racial and diasporic formations across the 20th century, with a specific focus on Caribbean diasporic populations and their cultural production. We will think about aesthetics as literary, visual, and sonic representations authored by and about communities of color in response to the uneven processes of racialization, migration, colonization, and nation-state formation that inflect how identity is shaped and experienced across time and space. Engaging the work of artists like Hew Locke, María Magdalena Campos-Pons, Kara Walker, and Miguel Luciano in conversation with Stuart Hall, José Quiroga, Krista Thompson, and Michelle Ann Stephens among others will illuminate these inquiries. The circuits of culture, goods, ideas, labor, and peoples that flow between the archipelagos of the Caribbean and the metropolises such as Miami, New York, and London will serve as critical sites to map our interventions.

Requirements/Evaluation: attendance and class participation, short writing assignments, a 4- to 5-page midterm paper, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and Latina/o Studies concentrators

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)

Cross-listings: LATS 114 AMST 114

Primary Cross-listing

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

Class Format: discussion

Requirements/Evaluation: two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: LATS concentrators by seniority; AMST majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 114 (D2) AMST 114 (D2)

Difference, Power, and Equity Notes: This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

Attributes: LATS Core Electives LATS Countries of Origin + Transnationalism Elect

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Maria Elena Cepeda

LATS 203 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Primary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

LATS 220 (F) Introduction to Urban Studies: Shaping and Living the City

Cross-listings: AMST 221 ENVI 221 LATS 220

Primary Cross-listing

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)?

How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (6-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students as well as American Studies majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 221 (D2) ENVI 221 (D2) LATS 220 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

LATS 222 (F)(S) Ficciones: A Writing Workshop (DPE)

Cross-listings: ENGL 252 LATS 222

Primary Cross-listing

This course is focused on the art and practice of writing fiction. Sessions are divided into workshop and seminar. Workshop: Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Seminar: We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students further strengthen their narrative skills.

Class Format: workshop

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 252 (D1) LATS 222 (D2)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

STU Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

Spring 2020

STU Section: 01 MR 1:10 pm - 2:25 pm Nelly A. Rosario

LATS 224 (S) U.S. Latinx Religions

Cross-listings: AMST 224 REL 224 LATS 224

Primary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, questions of how one studies Latinx religions.

Class Format: discussion

Requirements/Evaluation: class participation, short writing exercises, a 5-page essay, and an 8-12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 224 (D2) REL 224 (D2) LATS 224 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

LATS 228 (F) Revolt and Revelation in 20th-Century Americas

Cross-listings: AMST 228 AFR 228 LATS 228 REL 223

Primary Cross-listing

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 228 (D2) AFR 228 (D2) LATS 228 (D2) REL 223 (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 231 (S) Approaches to Media Studies: Analyzing Mediated Difference

Cross-listings: LATS 231 AMST 231 WGSS 232

Primary Cross-listing

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 231 (D2) AMST 231 (D2) WGSS 232 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives

Cross-listings: ENGL 232 LATS 232

Primary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue." --Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University This literature and writing course will examine the concept of archives through the lens of democratic ideals. A primary focus will be on how works of literature engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. We will also look at the lives of archivists like Arturo Alfonso Schomburg. Readings include: "The Library of Babel" by Jorge Luis Borges; Important Artifacts and Personal Property From the Collection of Lenore Doolan and Harold Morris, Including Books, Street Fashion and Jewelry by Leanne Shapton; and All the Names by José Saramago. Drawing from the values explored in class, students will have opportunities to contribute to existing archives and to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 232 (D1) LATS 232 (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 234 (F) From Conga to Hip Hop: Center-staging Latinidades on Broadway

Carmen Miranda and Desi Arnaz caused a sensation when they appeared on Broadway musicals in 1939 and 1940 respectively. Little did they know that their spectacular performances would inaugurate the stereotypes of the Latin Bombshell and the Latin Lover within the American national

imaginary. In this course, we will examine Latina/o representation in *The Great White Way* at the intersection between identity, ethnicity, race, class, and gender. The course will introduce students to the Broadway musical genre and focus on the politics of Latina/o Otherness and Difference across time and space within the framing of a chronological and hemispheric/domestic perspective. Emphasis will be placed on how stereotypes are constructed, mobilized, and circulated and how Latinidades, agency, and empowerment result from the entanglement between ideology and given structures of feeling. In so doing, students will critically explore the cultural dynamics, historical contexts, and power relations at work in *West Side Story*, *A Chorus Line*, *The Capeman*, *Rent*, *In the Heights*, and other musicals.

Class Format: discussion

Requirements/Evaluation: attendance, class presentations, 2-page essays; 5-page take-home midterm essay, 10-page final researched archival project on a topic of interest

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Alberto Sandoval-Sanchez

LATS 240 (F) Latina/o Language Politics: Hybrid Voices

Cross-listings: COMP 210 AMST 240 LATS 240

Primary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Requirements/Evaluation: participation, two essays, final take-home examination

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 210 (D2) AMST 240 (D2) LATS 240 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LATS 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 246 (S) Aesthetics and Place-making in Latina/o New York

Cross-listings: LATS 246 AMST 246

Primary Cross-listing

New York City has long served as a nexus of Latina/o migration and settlement since the late nineteenth century. From the New York sound of Afro-Cuban and Puerto Rican salsa to the poetics of slam poetry forged in the Nuyorican Poets Cafe, New York's Latinas/os have defined and developed numerous forms of Latina/o popular expression. This course examines the aesthetic foundations of Latina/o New York, remaining attentive to the numerous diasporas that have migrated to and made the city their home. Student will engage with a multiplicity of popular cultural genres including memoirs, literature, poetry, sound, visual art, and photography in the context of the history of the city while focusing on key themes of racial formation, the politics of space and place, and the labor of culture.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper close-reading a text, and a 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LATS concentrators and AMST majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 246 (D2) AMST 246 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives LATS Core Electives

Not offered current academic year

LATS 247 (S) Race and Religion in the American West

Cross-listings: LATS 247 REL 247 AMST 247 ENVI 247

Secondary Cross-listing

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacrosapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Grading: no pass/fail option, no fifth course option

Unit Notes: Religion elective course; this course is part of the 2016-17 Climate Change Initiative

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 247 (D2) REL 247 (D2) AMST 247 (D2) ENVI 247 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 252 (S) Puerto Rico and its Diaspora

Cross-listings: AMST 252 LATS 252

Primary Cross-listing

On September 20, 2018, Maria---a category four hurricane made landfall on Puerto Rico. The most powerful storm to hit the island since 1932, Maria caused widespread catastrophic damage on a land already suffering from the devastating effects of a decades-long economic recession. Three months after the hurricane, half the island remained without power, water service yet to be reestablished in many areas, and aid distribution inadequate and inconsistent. The hurricane and its aftermath brought mainstream U.S. attention to Puerto Rico and its diaspora, while simultaneously calling attention to the island's status and relationship to the United States. This hybrid onsite-Skype-travel course is for students interested in learning about the historical, social, and political relationship between Puerto Rico and the United States. We will examine, for example, the political status of Puerto Rico, migration, race, social movements, and expressive cultural forms that have emerged as a result of this asymmetrical relationship. Through the study of the impact and legacy of U.S. policies on the island, we will also consider how the fiscal and humanitarian crisis and proposed solutions affect the daily collective lives of the people in the U.S. territory and the diaspora. This course is a unique collaboration between Vassar, Williams, and the UPR. To enroll in this course, students must commit to participating in an alternative spring break/community engagement project in Puerto Rico and flexible with possible changes in class time when Skyping with students from the University of Puerto Rico. We will gather in Puerto Rico to meet with peers from UPR and for an alternative spring break collaboration, interfacing with various community organizations that have taken up vital social, medical, and economic roles vacated by the United States. Taller Salud, PECES, and Casa Pueblo are among the organizations in Puerto Rico that students may work with as a part of the course's community engagement component.

Class Format: to enroll in this course, students must commit to participating in an alternative spring break/community engagement learning project in Puerto Rico

Requirements/Evaluation: class participation, short writing exercises, group work/project, a midterm essay (5-7 pages), and a final essay (10-12 pages)

Prerequisites: students should have some fluency with the Spanish language

Enrollment Limit: 8

Enrollment Preferences: should be first- and second-years, students considering an American Studies major or Latina/o Studies concentration; AMST majors and LATS concentrators.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 252 (D2) LATS 252 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives EXPE Experiential Education Courses LATS Core Electives

Not offered current academic year

LATS 286 (F) Latina/o History, 1848 to the Present

Cross-listings: HIST 286 LATS 286

Primary Cross-listing

From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final essay

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 286 (D2) LATS 286 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

LATS 309 (S) Scriptures and Race

Cross-listings: LATS 309 REL 309 AFR 309

Secondary Cross-listing

This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how people imagine themselves, their communities, and their relationship to religious and racial "others"? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Requirements/Evaluation: participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 309 (D2) REL 309 (D2) AFR 309 (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 312 (S) Chicago

Cross-listings: AMST 312 ENVI 313 LATS 312

Primary Cross-listing

"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind of room has been made for diversity--social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: discussion

Requirements/Evaluation: attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (15 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 312 (D2) ENVI 313 (D2) LATS 312 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives LATS Core Electives

Not offered current academic year

LATS 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: LATS 313 AMST 313 AFR 326 WGSS 313

Primary Cross-listing

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 313 (D2) AMST 313 (D2) AFR 326 (D2) WGSS 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

LATS 316 (F) The Graphic Narrative: A "Global South" Perspective (DPE)

"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, *Introduction to Palestine* by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2019

SEM Section: 01 Cancelled

LATS 318 (F) California: Myths, Peoples, Places

Cross-listings: COMP 328 AMST 318 ENVI 318 LATS 318 REL 318

Primary Cross-listing

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page

review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 328 (D1) AMST 318 (D2) ENVI 318 (D2) LATS 318 (D2) REL 318 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

LATS 320 (S) The Latina/o AIDS Archive: A Cultural Recovery and Revisionary Project in Progress

The AIDS crisis is not over. The protease inhibitors made HIV/AIDS a treatable, chronic disease since 1996, but we must ask who has access to the health care system and the cocktail. The official story only showcased the experience of urban privileged white middle-class gay men. Minorities and women were marginalized and ignored. Puerto Rico and the Mexican Borderlands must be included in the AIDS archive since Latino/a bodies continually inhabited transnational spaces and circuits of migration that propagated the transmission of the virus since the beginning of the AIDS crisis. For many, addressing AIDS four decades into the epidemic, its effects on the Latina/o communities and familias is nothing but an anachronism. In this course students will visit alternative archives in order to recover the silenced history of the Latino/a AIDS crisis toward a revisioning of the hegemonic cultural narrative and rhetorical representation of the epidemic. Given that the Latino/a AIDS crisis remains untold, students will piece together the fragmentary narratives and images, reconsider critical moments, and collect the relegated voices of those who died and are still unaccounted for---los/as desaparecidos/as. Can the SIDA cultural production, material conditions, and lived experiences be recovered, touched, and felt to honor the dead? From an interdisciplinary perspective, this course will critically analyze film, documentaries, video, theater, solo performances, artwork, testimonials, interviews, poems, novels, memorials, the AIDS Quilt, and obituaries that document the Latino/a AIDS everyday experiences, survival practices, and artistic expressions. Among the topics to be covered are: the temporality of illness, mourning, memorialization, activism, and aesthetic intervention. The students will be introduced to the notions of "AmnesiAIDS" and "NostalgiaAIDS" to theoretically understand a wide spectrum of conceptual issues such as memory, canonization, temporality, and historicism.

Class Format: discussion

Requirements/Evaluation: attendance, class presentations, 2-page critical essays; a 5-page take-home midterm essay and a 10-page final researched archival project essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Lats concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alberto Sandoval-Sanchez

LATS 327 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Primary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the

result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. In this interdisciplinary course, we will explore Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Readings will include *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Nelly A. Rosario

LATS 338 (S) Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality (WS)

Cross-listings: LATS 338 AMST 339 WGSS 338

Primary Cross-listing

In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 338 (D2) AMST 339 (D2) WGSS 338 (D2)

Writing Skills Notes: Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage in writing in planned stages with consistent feedback.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

LATS 340 (F) U.S. Afro-Latinidades

This course takes an interdisciplinary approach to examine the history, lived experiences, and cultural productions of Afro-Latinx in the United States. Discussions in the course will center on three related questions: What is Afro-Latinidad? How does Blackness in Latin America differ from its articulation among Afro-Latinx in the United States? And, how have migration and sociopolitical processes impacted the lives of U.S. Afro-Latinx and our collective understanding of Afro-Latinidad? Throughout the course, we will draw on literature in the social sciences and humanities to examine the transnational nature of race and Blackness across the Americas, as well as the intersection between these identities and gender, sexuality, and class. We will also examine several media and cultural productions of U.S. Afro-Latinx (poems, novels, documentary films, blogs, and social media sites) and critically analyze their articulation of the Afro-Latinx experience.

Requirements/Evaluation: participation, reading reflections, leading discussion, a 5- to 8-page midterm essay, and a 12- to 15-page final essay or a final collaborative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Shantee Rosado

LATS 346 (F) Latinas/os and the Media: From Production to Consumption

Cross-listings: AMST 346 LATS 346

Primary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

Requirements/Evaluation: student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 346 (D2) LATS 346 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

LATS 348 (F) Graphic Narratives as Democratic Ideals

Cross-listings: LATS 348 AMST 348 COMP 348

Primary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. The primary focus will be on texts that explore themes of democracy and Latinidades. We will also discuss the "graphic activism" of artists like Sharon Lee De La Cruz of Digital Citizens Lab, a design collective with a focus on civic technology. Throughout the course, students will have the opportunity to create their own graphic narratives, either digitally or in print. Possible guest speaker: comic book artist Ivan Vález (Planet Bronx, 2015 Creative Capital Award in Visual Arts).

Class Format: workshop

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 348 (D2) AMST 348 (D2) COMP 348 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

LATS 358 (S) Latinx Installation and Site-Specific Art

Cross-listings: ARTH 358 LATS 358

Primary Cross-listing

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will

examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Class Format: discussion

Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation

Prerequisites: LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 358 (D2) LATS 358 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm C. Ondine Chavoya

LATS 385 (S) Politics and Everyday Life: Latinas/os in New York City and Beyond (DPE)

Cross-listings: HIST 385 LATS 385

Secondary Cross-listing

This course asks how everyday life shapes politics, from the definition of politics, to the issues addressed, to the wide variety of forms that activism takes. Focusing on Latinas/os in New York City from World War II to the present, we explore activism that has included collective organizing and community building to meet immediate needs, social service approaches and community-based organizing, radical political and social movements, participation in pre-existing unions and political groups, as well as electoral politics. Activists addressed a wide variety of often intersecting issues including education, workers' rights, women's rights and feminism, immigration rights and legal status, environmental justice, LBGTQ+ visibility and rights, as well as others. Reflecting the histories of migration, politics have sometimes been rooted in one national origin group, while other efforts were explicitly Latinx. To make the connections between everyday lives and politics, our readings will include autobiographies and other narrative sources, as well as documentaries. For final projects, students will delve deeper into autobiographies and other narrative sources, and/or explore a particular contemporary political issue(s), and/or explore parallels in the broader northeast.

Class Format: discussion-based course

Requirements/Evaluation: class participation, two essays of 3-5 pages each, final project of 7- to 10-pages, and final presentation

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 385 (D2) LATS 385 (D2)

Difference, Power, and Equity Notes: This course explores how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. At times working within existing structures, Latinx communities also questioned and challenged those existing structures. Questions of difference, power and equity are explored at the structural, community, and individual levels.

Attributes: HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

LATS 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Cross-listings: LATS 386 HIST 386 WGSS 386

Primary Cross-listing

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 386 (D2) HIST 386 (D2) WGSS 386 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 397 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2019

IND Section: 01 TBA Mérida Rúa

LATS 398 (S) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Spring 2020

IND Section: 01 TBA Maria Elena Cepeda

LATS 403 (S) New Asian American, African American, Native American, and Latina/o Writing

Cross-listings: AMST 403 AFR 333 LATS 403

Secondary Cross-listing

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

Requirements/Evaluation: one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

Prerequisites: none but those with some previous experience with literature and/or literary analysis might be helpful

Enrollment Limit: 15

Enrollment Preferences: American Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 403 (D2) AFR 333 (D2) LATS 403 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars LATS Comparative Race + Ethnic Studies Electives

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Dorothy J. Wang

LATS 408 (F) Envisioning Urban Life: Objects, Subjects, and Everyday People

Cross-listings: AMST 408 LATS 408

Primary Cross-listing

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience.

Requirements/Evaluation: class participation, a short essay, a series of writing exercises, and a semester-long final project

Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students

Enrollment Limit: 14

Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 408 (D2) LATS 408 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS 400-level Seminars

Not offered current academic year

LATS 409 (F) Transnationalism and Difference: Comparative Perspectives

Cross-listings: LATS 409 AMST 411 WGSS 409

Primary Cross-listing

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Requirements/Evaluation: student participation, an original 12-15 page research paper conducted in stages, and peer editing

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 409 (D2) AMST 411 (D2) WGSS 409 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

LATS 420 (S) Latinx Ecologies

Cross-listings: ENVI 421 LATS 420

Primary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Latinx Studies concentrators; Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 421 (D2) LATS 420 (D2)

Attributes: LATS 400-level Seminars

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Jacqueline Hidalgo

LATS 426 (S) Queer Temporalities

Cross-listings: REL 326 LATS 426 COMP 326 WGSS 326

Secondary Cross-listing

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: Class attendance, analytical essays, responses, and revised essays. Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 326 (D2) LATS 426 (D2) COMP 326 (D1) WGSS 326 (D2)

Attributes: AMST Space and Place Electives LATS Core Electives

Not offered current academic year

LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE)

Cross-listings: ARTH 440 LATS 440

Secondary Cross-listing

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts

of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

Prerequisites: ARTH 102 (graduate students are exempt from the prerequisite)

Enrollment Limit: 15

Enrollment Preferences: senior Art majors and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 440 (D1) LATS 440 (D1)

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm C. Ondine Chavoya

LATS 462 (F) Art of California: Pacific Standard Time

Cross-listings: ARTH 562 ARTH 462 LATS 462 AMST 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. In fall 2017, a new Getty PST initiative focused on Latin American and Latino art will commence and this class will consider these exhibitions as well.

Requirements/Evaluation: several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

Prerequisites: ARTH 102

Enrollment Limit: 15

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 562 (D1) ARTH 462 (D1) LATS 462 (D2) AMST 462 (D2)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 471 (S) Comparative Latina/o Migrations

Cross-listings: HIST 471 LATS 471

Primary Cross-listing

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Class Format: discussion

Requirements/Evaluation: class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 471 (D2) LATS 471 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Not offered current academic year

LATS 493 (F) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 31 during Winter Study.

Prerequisites: approval of program chair; limited to senior honors candidates

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Maria Elena Cepeda

LATS 494 (S) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in Winter Study must register for this course.

Prerequisites: approval of program chair; limited to senior honors candidates

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Maria Elena Cepeda

LATS 497 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Maria Elena Cepeda

LATS 498 (S) Indep Study:Latina/o Studies

Independent Study:Latina/o Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Maria Elena Cepeda

Winter Study -----

LATS 25 (W) Somos Sur: Mexico-Central American Borderlines and Visual Culture

Cross-listings: RLSP 25 LATS 25

Secondary Cross-listing

What are borderlines? How have they been created and how do they affect the lives of those who cross or are being crossed by these borders? Motivated by the attention that borders have drawn recently with the caravans of Central Americans traveling north, we propose a trip to Chiapas, Mexico to explore the realities of the communities, activists, and border entities. This trip will engage students with the visual response and the relationship with spaces created in these borderlands. The class will meet for an intensive week of class on-campus with readings and discussion followed by a 10 -12 travel to Chiapas with Borderlinks. The Borderlinks pedagogical model is based on "dynamic educational experiences that connect divided communities, raise awareness about the impact of border and immigration policies, and inspire action for social transformation." Their leaders accompany the delegation at all times. Mellon Post-doctoral Fellow at Williams 2018 - 2020.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: based on statement of interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$3,208

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 25 LATS 25

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Jane E. Canova, Roxana A. Blancas Curiel

LATS 31 (W) Senior Thesis: Latina/o Studies

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Class Format: thesis

Prerequisites: approval of program chair

Enrollment Preferences: limited to senior honors candidates

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Maria Elena Cepeda

LATS 99 (W) Independent Study: Latina/o Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Maria Elena Cepeda

LEADERSHIP STUDIES (Div II)

Chair: Professor James McAllister

Advisory Committee

- Magnús T. Bernhardtsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
- Justin Crowe, Associate Professor of Political Science; affiliated with: Leadership Studies Program; on leave 2019-2020
- Phoebe G. Donnelly, Stanley Kaplan Visiting Postdoctoral Fellow in the Department of Political Science and Leadership Studies Program
- Susan Dunn, Massachusetts Professor of Humanities; affiliated with: Leadership Studies Program
- Chris Gibson, Stanley Kaplan Distinguished Visiting Professor of American Foreign Policy
- James McAllister, Chair of Leadership Studies & Fred Greene Third Century Professor of Political Science; affiliated with: Leadership Studies Program
- Nicole E. Mellow, Professor of Political Science; affiliated with: Leadership Studies Program
- Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; affiliated with: Political Science Department
- Charles U. Zug, Visiting Assistant Professor of Leadership Studies

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year.

LEADERSHIP STUDIES—TRADITIONAL TRACK

The introductory course:

LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:

[PHIL 119\(S\)Justice, Democracy and Freedom: Plato with Footnotes](#)

Taught by: [Jana Sawicki](#)

[Catalog details](#)

[PSCI 203\(F, S\)Introduction to Political Theory](#)

Taught by: [Mark Reinhardt](#), [Nimu Njoya](#)

[Catalog details](#)

Two core courses dealing with specific facets or domains of leadership, such as:

[ARTH 501 / LEAD 301 / ARTH 303\(S\)Museums: History and Practice](#)

Taught by: [Michael Conforti](#)

[Catalog details](#)

[ASTR 240 / HSCI 240 / LEAD 240 / STS 240Great Astronomers and Their Original Publications](#)

Taught by: [Jay Pasachoff](#)
[Catalog details](#)
[CLAS 323 / HIST 323 / LEAD 323](#)[From Achilles to Alexander: Leadership and Community in Ancient Greece](#)

Taught by: [Kerry Christensen](#)
[Catalog details](#)
[HIST 111 / ARAB 111 / LEAD 150](#)[Movers and Shakers in the Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239\(F\)](#)[The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)
[Catalog details](#)
[LEAD 205 / PSCI 212\(S\)](#)[From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[LEAD 212 / HIST 393\(S\)](#)[Sister Revolutions in France and America](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)
[LEAD 285 / PSCI 285 / HIST 354\(F\)](#)[The Revolutionary Generation: Galaxy of Leaders](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)
[LEAD 293 / PSCI 293\(F\)](#)[Leadership and Political Change](#)

Taught by: [Chris Gibson](#)
[Catalog details](#)
[LEAD 302 / PSCI 302](#)[Leadership in a Global World](#)

Taught by: [Howard Dean](#)
[Catalog details](#)
[LEAD 320 / PSCI 320](#)[Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[LEAD 402\(F\)](#)[The Art of Presidential Leadership](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)
[PSCI 206 T / LEAD 206](#)[Dangerous Leadership in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 215 / LEAD 215\(S\)](#)[Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 216 / LEAD 216](#)[American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 217 / LEAD 217](#)[American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 218 / LEAD 218](#)[The American Presidency](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 312 T / LEAD 312](#)[American Political Thought](#)

Taught by: [Justin Crowe](#)
[Catalog details](#)
[PSCI 314 / LEAD 314\(S\)](#)[How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)
[PSCI 327 / LEAD 327](#)[Leadership and Strategy](#)

Taught by: [Galen E Jackson](#)
[Catalog details](#)
[PSCI 332 / LEAD 332\(F\)](#)[New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)
[Catalog details](#)
[PSCI 345](#)[Cosmology and Rulership in Ancient Chinese Political Thought](#)

Taught by: [George Crane](#)
[Catalog details](#)
[PSCI 355 T / LEAD 355](#)[American Realism: Kennan, Kissinger and the American Style of Foreign Policy](#)

Taught by: [James McAllister](#)
[Catalog details](#)
[PSCI 367 / LEAD 367\(S\)](#)[The Politics of American National Security](#)

Taught by: [Chris Gibson](#)
[Catalog details](#)

One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:

LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:

HIST 262 The United States and the World, 1776 to 1914

HIST 263 The United States and the World, 1914 to the Present

PSCI/LEAD 120 America and the World

LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:

[LEAD 205 / PSCI 212\(S\)From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)
[Catalog details](#)

[LEAD 285 / PSCI 285 / HIST 354\(F\)The Revolutionary Generation: Galaxy of Leaders](#)

Taught by: [Susan Dunn](#)
[Catalog details](#)

[LEAD 293 / PSCI 293\(F\)Leadership and Political Change](#)

Taught by: [Chris Gibson](#)
[Catalog details](#)

[LEAD 302 / PSCI 302Leadership in a Global World](#)

Taught by: [Howard Dean](#)
[Catalog details](#)

[LEAD 320 / PSCI 320Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)
[Catalog details](#)

[LEAD 369 / PSCI 369The Crisis of Leadership](#)

Taught by: [Mason Williams](#)
[Catalog details](#)

[PSCI 206 T / LEAD 206Dangerous Leadership in American Politics](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)

[PSCI 218 / LEAD 218The American Presidency](#)

Taught by: [Nicole Mellow](#)
[Catalog details](#)

[PSCI 332 / LEAD 332\(F\)New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)
[Catalog details](#)

Three required courses dealing with specific facets of American foreign policy leadership, such as:

[HIST 263 / LEAD 261The United States and the World, 1898 to the Present](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)

[HIST 388\(F\)Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)

[HIST 389 / ASST 389 / LEAD 389The Vietnam Wars](#)

Taught by: [Jessica Chapman](#)
[Catalog details](#)

[PSCI 225 / LEAD 225\(F\)International Security](#)

Taught by: [Galen E Jackson](#)
[Catalog details](#)

[PSCI 262 / HIST 261 / LEAD 262America and the Cold War](#)

Taught by: [Robert McMahon](#)
[Catalog details](#)

[PSCI 266The United States and Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 355 T / LEAD 355American Realism: Kennan, Kissinger and the American Style of Foreign Policy](#)

Taught by: [James McAllister](#)

[Catalog details](#)

[PSCI 367 / LEAD 367\(S\)The Politics of American National Security](#)

Taught by: [Chris Gibson](#)

[Catalog details](#)

One capstone course:

LEAD 402 The Art of Presidential Leadership

PSCI/LEAD 327 Leadership and Strategy

PSCI/LEAD 365 U.S. Grand Strategy (W)

PSCI/LEAD 367 The Politics of American National Security

(There is no winter study component to the American Foreign Policy Leadership track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, not formally, but it is not been an issue yet. To the best of my knowledge, students have requested one course be counted toward the concentration at most.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Introductory course, Winter Study course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The Introductory course has historically been taught only in the fall.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LEAD 120 (S) America and the World

Cross-listings: PSCI 120 GBST 101 LEAD 120

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 120 (D2) GBST 101 (D2) LEAD 120 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

LEAD 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: PSCI 125 LEAD 125

Primary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Class Format: discussion

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: subfield open in Political Science major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 125 (D2) LEAD 125 (D2)

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

LEAD 127 (S) America First? The Trump Era and the Future of World Politics

Cross-listings: LEAD 127 PSCI 127

Secondary Cross-listing

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Requirements/Evaluation: two analytical essays, short response papers, and final group project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: potential political science majors and leadership studies concentrators (foreign policy track)

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 127 (D2) PSCI 127 (D2)

Attributes: PSCI International Relations Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm James McAllister, Chris Gibson

LEAD 150 (F) Movers and Shakers in the Middle East

Cross-listings: HIST 111 ARAB 111 LEAD 150

Secondary Cross-listing

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Requirements/Evaluation: class participation, short essays, and a final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 111 (D2) ARAB 111 (D2) LEAD 150 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Primary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

LEAD 206 (F) Dangerous Leadership in American Politics

Cross-listings: LEAD 206 PSCI 206

Secondary Cross-listing

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will

explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 206 (D2) PSCI 206 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

LEAD 207 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

LEAD 212 (S) Sister Revolutions in France and America

Cross-listings: HIST 393 LEAD 212

Primary Cross-listing

In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in class discussions

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 393 (D2) LEAD 212 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Susan Dunn

LEAD 215 (S) Race and Inequality in the American City

Cross-listings: LEAD 215 PSCI 215

Secondary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services--social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215 (D2) PSCI 215 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2020

LEAD 216 (F) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216 PSCI 216

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 216 (D2) PSCI 216 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Secondary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 217 (D2) PSCI 217 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 218 (S) The American Presidency

Cross-listings: LEAD 218 PSCI 218

Secondary Cross-listing

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: discussion

Requirements/Evaluation: one exam, two short to medium length papers, small group projects, and class participation

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 218 (D2) PSCI 218 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

LEAD 222 (S) Great Powers in the Middle East: The Continuing Battle over Oil, Trade Routes, and God

Cross-listings: PSCI 222 GBST 222 HIST 396 LEAD 222

Secondary Cross-listing

Perhaps more than any other region, the Middle East has been shaped by the involvement of external great powers. This course explores the motives, strategies, and impacts of this involvement. We begin by studying the Christian Crusades from the 11th through the 13th centuries. We then focus on the modern period, starting with French/British competition in the early- and mid-19th century; French/British/Russian competition from the late 19th century through the end of WWII; US/USSR competition during the cold war; the current competition among the US, Russia, and China; and the great power transition that is likely to unfold over the next 20 years, as the US role in the region declines and China's role expands. Through our readings and discussions, we will examine several themes: What motivates great powers to venture into the Middle East? How do they view the local populations and interact with them? What impacts do they have on the politics, economies, societies, and cultures of the region? What can contemporary leaders of great powers learn from this history, and how can their policies be adjusted to bring greater prosperity and peace to the region? In addition to gaining greater knowledge of the long and varied involvement of great powers in the Middle East, students will also gain experience applying the disciplinary insights of history, sociology, and political science to this complex region.

Requirements/Evaluation: Class participation, a mid-term exam, and two 6- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators in the Middle Eastern studies track, Political Science majors in the International Relations concentration, History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 222 (D2) GBST 222 (D2) HIST 396 (D2) LEAD 222 (D2)

Attributes: GBST Middle Eastern Studies Electives PSCI International Relations Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bruce Rutherford

LEAD 225 (F) International Security

Cross-listings: LEAD 225 PSCI 225

Secondary Cross-listing

This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 225 (D2) PSCI 225 (D2)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Galen E Jackson

LEAD 240 (F) Great Astronomers and Their Original Publications

Cross-listings: STS 240 LEAD 240 HSCI 240 ASTR 240 SCST 240

Secondary Cross-listing

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647,

and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer L library and the expansion of the Chapin Library of Rare Books.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 240 (D3) LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 261 (F) The United States and the World, 1898 to the Present

Cross-listings: LEAD 261 HIST 263

Secondary Cross-listing

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 261 (D2) HIST 263 (D2)

Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

LEAD 262 (F) America and the Cold War

Cross-listings: PSCI 262 HIST 261 LEAD 262

Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter

rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 262 (D2) HIST 261 (D2) LEAD 262 (D2)

Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 285 (F) The Revolutionary Generation: Galaxy of Leaders

Cross-listings: PSCI 285 LEAD 285 HIST 354

Primary Cross-listing

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 285 (D2) LEAD 285 (D2) HIST 354 (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2019

SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

LEAD 293 (F) Leadership and Political Change

Cross-listings: LEAD 293 PSCI 293

Primary Cross-listing

This course will examine the foundations of effective political leadership --- both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course begins with a framework to evaluate leadership, transitions to examining the importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

Class Format: discussion

Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 15-page analytic essay, and class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LEAD concentrators and PSCI majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 293 (D2) PSCI 293 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Chris Gibson

LEAD 301 (S) Museums: History and Practice

Cross-listings: LEAD 301 ARTH 303 ARTH 501

Secondary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in the institutions of our time. The seminar will focus on museums past and present internationally as it also considers the future of museums, doing so as it examines governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning works of art, and issues associated with the repatriation and restitution of cultural property. The course will consider current trends in exhibition, public education and other programming in art museums that range in size and type from the "encyclopedic" or "universal" to newly established contemporary arts institutions and alternative spaces. Class discussions will have a special focus on how museums strive to balance their scholarly and artistic roles with their civic and social responsibilities doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation: oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites: undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit: 10

Enrollment Preferences: graduate students, then senior art history majors, then other undergraduates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 301 (D1) ARTH 303 (D1) ARTH 501 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2020

SEM Section: 01 T 1:10 pm - 3:50 pm Michael Conforti

LEAD 302 (S) Leadership in a Global World

Cross-listings: LEAD 302 PSCI 302

Primary Cross-listing

The events and forces of the twenty-first century have fundamentally challenged our previous assumptions of how individuals relate to one another and how societal progress occurs---that is to say, of how leadership occurs in a global world. In this course we will explore different styles of leadership, followership, failure, and team-building. Over the course of the semester, we will consider topics ranging from teaching to politics, civil society to social media, all with an eye toward how individuals engage with the teams they seek to lead as well as how they engage in both short- and long-term thinking to avoid obstacles, mobilize support, and accomplish their goals. Since leadership is a phenomenon relevant to all individuals and all paths, the course will also include introspection and self-analysis of one's own capacities and weaknesses around the core questions and dilemmas of leadership.

Requirements/Evaluation: three 2-page memos, 5-page midterm essay, 25-page final paper, class presentation, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators and potential concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 302 (D2) PSCI 302 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 311 (F) Congress

Cross-listings: PSCI 311 LEAD 311

Secondary Cross-listing

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote-or hinder-the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Requirements/Evaluation: class participation, several short papers, and a 20-page research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 311 (D2) LEAD 311 (D2)

Attributes: PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

LEAD 312 (S) American Political Thought

Cross-listings: LEAD 312 PSCI 312

Secondary Cross-listing

From democracy to liberty, equality to community, foundational *ideas* -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 312 (D2) PSCI 312 (D2)

Attributes: AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

Not offered current academic year

LEAD 314 (S) How Change Happens in American Politics (WS)

Cross-listings: LEAD 314 PSCI 314

Secondary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites: previous course in American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314 (D2) PSCI 314 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole E. Mellow

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory

Cross-listings: LEAD 320 PSCI 320

Primary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 320 (D2) PSCI 320 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Not offered current academic year

LEAD 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece

Cross-listings: CLAS 323 LEAD 323 HIST 323

Secondary Cross-listing

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: discussion

Requirements/Evaluation: contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 323 (D1) LEAD 323 (D2) HIST 323 (D2)

Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 325 (S) The Roosevelt Style of Leadership

Cross-listings: HIST 358 LEAD 325

Primary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Requirements/Evaluation: participation in class discussions, oral reports, two research papers

Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 358 (D2) LEAD 325 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Susan Dunn

LEAD 327 (S) Leadership and Strategy

Cross-listings: LEAD 327 PSCI 327

Secondary Cross-listing

This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints--both foreign and domestic--that limit leaders' freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues--including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns--with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar

Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors and Leadership Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 327 (D2) PSCI 327 (D2)

Attributes: LEAD Facets or Domains of Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: LEAD 332 PSCI 332

Secondary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

LEAD 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: ASTR 336 LEAD 336 HSCI 336

Secondary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 336 (D3) LEAD 336 (D3) HSCI 336 (D3)

Not offered current academic year

LEAD 348 (S) The Black Radical Tradition

Cross-listings: AFR 348 PSCI 348 LEAD 348

Secondary Cross-listing

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Attributes: AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

LEAD 355 (S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy

Cross-listings: LEAD 355 PSCI 355

Secondary Cross-listing

George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis's Pulitzer prize-winning *George F. Kennan: An American Life* and Niall Ferguson's *Kissinger: 1923-1968: The Idealist*.

Class Format: tutorial

Requirements/Evaluation: five 6-page papers, five 2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors, Leadership Studies concentrators (foreign policy track), and History majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 355 (D2) PSCI 355 (D2)

Attributes: LEAD Facets or Domains of Leadership LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

LEAD 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

LEAD 367 (S) The Politics of American National Security

Cross-listings: LEAD 367 PSCI 367

Secondary Cross-listing

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right -- everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be forced to adopt the values of the society they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Requirements/Evaluation: three analytical essays (3500 words each) and class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: PSCI majors and LEAD concentrators

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 367 (D2) PSCI 367 (D2)

Attributes: LEAD Facets or Domains of Leadership LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Gibson

LEAD 369 (S) The Crisis of Leadership

Cross-listings: PSCI 369 LEAD 369

Primary Cross-listing

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment--an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Requirements/Evaluation: class participation, regular response papers, research proposal, research paper; this is a research course; the primary

written assignment will be a research paper which students will develop over the course of the semester

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors, Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 369 (D2) LEAD 369 (D2)

Attributes: LEAD American Domestic Leadership

Not offered current academic year

LEAD 382 (F) The Great War, 1914-1918

Cross-listings: LEAD 382 HIST 482

Secondary Cross-listing

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Requirements/Evaluation: paper or critique every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: senior History Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 382 (D2) HIST 482 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

LEAD 389 (S) The Vietnam Wars

Cross-listings: HIST 389 LEAD 389 ASST 389

Secondary Cross-listing

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: History and Asian Studies majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 389 (D2) LEAD 389 (D2) ASST 389 (D2)

Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

LEAD 397 (F) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James McAllister

LEAD 398 (S) Independent Study: Leadership Studies

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James McAllister

LEAD 402 (F) The Art of Presidential Leadership

In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents--Washington, Jefferson, Theodore Roosevelt, FDR, Reagan--as well as some of the most controversial--Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What failures did they meet and why? Readings will include correspondence, speeches, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Prerequisites: LEAD 125 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with background in American history and Political Science

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Susan Dunn

Winter Study -----

LEAD 12 (W) Principles of Effective Leadership

This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests' approaches to organizational leadership is the primary goal of this Winter Study. Each student will be asked to host a guest at dinner or breakfast before we meet, to introduce him or her to the class, and to stimulate discussion. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 10-page final paper which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals.

Requirements/Evaluation: 10-page paper and an in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators, preference to seniors and juniors

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020

LEC Section: 01 TWR 10:00 am - 12:50 pm Bill Simon

LEAD 14 (W) Mock Trial

Offered for the seventh time as a Winter Study Program, Mock Trial provides students with the opportunity for collaboration, teamwork to solve common problems, and critical analysis of facts and documents in the context of a legal dispute. Two teams are formed, and the teams work as units to review and analyze a fact pattern secured from the American Mock Trial Association. The "final exam" is the presentation of two trials with the teams switching sides for the two trials. The adjunct professors (both Williams graduates) are experienced trial attorneys. The class is limited to 16 students to form the two 8-member teams. The course has been well received as a Winter Study offering, and potential students are encouraged to review prior evaluations. As a Leadership Studies offering, this course allows students to work together to select a case strategy, determine what facts and documents will support the selected strategy, perform direct and cross examination of witnesses, and deliver opening statements and closing arguments. The course meets twice a week, usually on Mondays and Tuesdays for 3.5 hours each day. Adjunct Instructor Bio: Mr. Olson graduated from Williams in 1971 and practiced civil litigation for 40 years with the same firm in Cincinnati, Ohio. In 2019 he relocated to Boston to be nearer his family but continues to practice law. The practice focuses on construction law and specifically suretyship. In 2019 he argued a suretyship case in the Federal Court of Appeals. He has taught the Mock Trial Winter Study Course in 6 prior years and has enjoyed the opportunity to work with his students. Adjunct Instructor Bio: Steve Brown graduated from Williams in 1971. After graduating from Villanova Law School where he was Editor-in-Chief of the Law Review, Steve has been a litigator and trial lawyer for 40 years concentrating his practice in white-collar criminal defense and civil rights. He was a partner at Dechert LLP from 1991 to 2016, when he retired and became Civil Rights Counsel to the firm. He has spent much of his career doing pro bono work including representing Guantanamo Bay detainees and people and prisoners whose constitutional rights have been violated. Steve has represented or supervised young lawyers at Dechert in over 150 prisoner civil rights cases, including 40 trials in federal courts

Requirements/Evaluation: final project or presentation; two trials presented by the students

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference to upperclass students

Grading: pass/fail only

Winter 2020

LEC Section: 01 MT 10:00 am - 1:30 pm David C. Olson, Stephen D. Brown

LEAD 16 (W) Speechwriting as Craft and Career

Cross-listings: PSCI 16 LEAD 16

Secondary Cross-listing

Whether your ideal is Reverend Martin Luther King, Jr., telling Americans "I have a dream" or Ronald Reagan ordering Mikhail Gorbachev to "tear down this wall!", speeches can change cultures or minds, move a nation or a single human heart. This writing-intensive course will introduce you to the history and importance of speechwriting and rhetoric, provide you with direct experience writing and delivering speeches, and introduce you to career possibilities in speechwriting and related fields. Our course materials, professional guests and class discussions will consider diverse rhetorical traditions within the U.S. and around the world. The modern profession of speechwriting involves much more than writing remarks for someone using a podium or teleprompter. It may include developing a TED Talk, producing a video, writing social media posts or ghostwriting op-eds and even memoirs (!). That's because speechwriters at their best are more than writers: They're trusted advisors on the art of persuasive communication, and of leadership more generally. Whether you want to develop your own public speaking skills or write for a politician, CEO, or cultural leader, this class will teach you about poetics, persuasion, and the pretty peculiar principles involved in writing words that another human being will be credited (or blamed) for-not to mention a sense of the career opportunities in politics, education, the arts and industry. The course will meet 3x/week for 2 hours at a time. Work outside class-including readings, film viewings, writing assignments and associated research, rehearsal of speeches, etc.-will require another 20 hours per week. During the course all students will be expected to write and deliver multiple speeches. Adjunct Instructor Bio: Jim Reisch is Chief Communications Officer at Williams College.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 16 LEAD 16

Winter 2020

LEC Section: 01 MW 1:00 pm - 3:50 pm Jim Reische

LEAD 18 (W) Wilderness Leadership in Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification. The course runs 9 consecutive days straight from 9AM - 5PM. The instructor will be provided by SOLO (Stonehearth Open Learning Opportunities).

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the course sponsor, WOC Director, explaining why they want to take the course and hope to gain from the experience

Grading: pass/fail only

Materials/Lab Fee: \$450

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 9:00 am - 5:00 pm Scott A. Lewis

LEAD 19 (W) The Restless Collection

Cross-listings: INTR 19 LEAD 19 ARTS 19 ARTH 19

Secondary Cross-listing

The Restless Collection, led by San Francisco-based independent curator Jordan Stein with curatorial staff from the Williams College Museum of Art (WCMA), investigates the WCMA permanent collection and other regional art collections as resources for the Williams College community and beyond. With an eye toward the coming Presidential election and ideas of resistance, agitation, and power, students will conduct both a broad survey of the WCMA collection and in-depth case studies of several artworks. The course's final project includes generating a speculative exhibition proposal against the backdrop of the current political moment. Fundamental questions include: How is an art collection assembled, let alone maintained and mediated? How is a collection evidence of a certain philosophy or proof of a particular position? Should collecting habits change in times of significant political disquiet? What is an exhibition and who governs the terms of its engagement? How has the form been activated not only by curators, but also by artists as a poem, proposal, or declaration? Through reading, dialogue, and hands-on learning, we develop strategies for how to dust off, contextualize, and re-contextualize complex collection artworks in public art galleries by employing "the exhibition" as a vehicle for ideas. The course further offers the chance to collaborate with WMCA and WC staff, including representatives from various departments, including archives, curatorial, collections, engagement, digital media, installation/preparation, and more. Potential site visits include Hancock Shaker Village, Bennington Museum, Williamstown Historical Society, and other special meetings. Adjunct Instructor Bio: Jordan Stein is an independent curator and collaborator with an interest in expanded models and methods of exhibition-making, over-looked and under-sung histories of art, and linking the past and present through the varied presentation of critical objects, non-objects, and ideas. He has organized exhibitions in a variety of institutions and scales, including the Berkeley Art Museum and Pacific Film Archive, Artists Space (New York), Matthew Marks Gallery (New York), the Renaissance Society (Chicago), The Glass House (New Canaan, CT), and San Francisco City Hall. He is a co-founder of the interdisciplinary collaborative group Will Brown, which realized over three dozen exhibitions and programs in their Mission District storefront from 2012-2015 before working parasitically with other organizations. He founded Cushion Works, a just-in-time gallery on the second floor of an active cushion-making workshop, in 2017. With Will Brown, he is the author of Bruce Conner: Brass Handles, and with Jason Fulford is the editor of Where to Score, a collection of hippie-era classified advertisements. Please see <http://jordanstein.com/> for more information.

Class Format: workshop/seminar

Requirements/Evaluation: exhibition proposal

Prerequisites: keen interest in museums, art collections and culture

Enrollment Limit: 8

Enrollment Preferences: random selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 19 LEAD 19 ARTS 19 ARTH 19

Winter 2020

LEC Section: 01 MWR 10:00 am - 10:50 am Jordan Stein, Christina Yang

LEAD 20 (W) "Real" World Problem Solving

Cross-listings: PSCI 20 LEAD 20

Secondary Cross-listing

This course will introduce you to tools and techniques to solve problems for impact not in the classroom, but in the White House Situation Room, the corporate board room, and even a forward operating base. We will focus on how to define and structure policy or strategy problems, and then identify and test hypotheses for impact. We will explore the necessity of using pragmatic "mental models" to inform our analyses and decision making. Along the way, we will explore cognitive biases, implementation challenges, and techniques to manage them. The best recommendations only come to life through compelling communication. We will build these skills, therefore, through "real" life exercises. These will include drafting talking points for a "principal" (e.g., the President, Secretary of State, a CEO, or a Governor), preparing a policy or strategy memo, and developing a compelling PowerPoint briefing for a senior executive audience. Case studies will provide the foundation for many class discussions. The class will be "tri-sector"--open to examples from the private, government, and nonprofit sectors. Source material will include: Graham Allison and Philip Zelikow, *The Essence of Decision: Explaining the Cuban Missile Crisis* (2nd edition); Richard Haass, *The Bureaucratic Entrepreneur: How to be Effective in Any Unruly Organization*; Richard Neustadt and Ernest May, *Thinking in Time: The Uses of History for Decision Makers*; Michael Lewis, *The Undoing Project: A Friendship that Changed Our Minds*; select podcasts and journal articles; and three films "Thirteen Days," "Moneyball," and "The Big Short."

Assessment: class participation; final memo (5-8 pages) and class presentation on a real world issue. Adjunct Instructor Bio: Drew Erdmann '88 is Chief Operating Officer of the State of Missouri with responsibility for managing the ~50,000 employee, \$28 billion enterprise. After receiving his PhD in American History, Drew's career included government service with the State Department, Defense Department in Iraq, and White House, and over a decade with the global consultancy McKinsey & Company where his experience spanned the retail, media, energy, aerospace & defense industries, and the public and nonprofit sectors.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: preference for juniors and sophomores; students will have to send brief memo explaining why they are interested in course, with their resume

Grading: pass/fail only

Materials/Lab Fee: \$20 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 20 LEAD 20

Winter 2020

LEC Section: 01 Cancelled

LEAD 21 (W) Wilderness Leadership and Outdoor Skills Development

This Winter Study course is for students who would like to participate in a nationally recognized outdoor skills program, in example NOLS (National Outdoor Leadership School) or Outward Bound program. The individual student would meet with the current Director of the Williams Outing Club to identify a program that best fits the student's needs and meets the minimum criteria of at least a 14 day instructed program. The potential student would also meet to discuss the educational goals of learning about leadership and group dynamics in a wilderness setting.

Requirements/Evaluation: final project or presentation

Prerequisites: none; not open to first-year student

Enrollment Limit: none

Enrollment Preferences: none

Grading: pass/fail only

Materials/Lab Fee: varies, depending on the program

Winter 2020

LEC Section: 01 TBA Scott A. Lewis

LEAD 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Primary Cross-listing

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon: 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques Specifically, the course teaches how to recognize and provide emergency medical care for: - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor

environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. *Attendance at all classes is mandatory.* The course is limited to 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Materials/Lab Fee: \$180 and approximately \$110 for books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Thomas P. Feist

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA James McAllister

LINGUISTICS

Advisor: Professor Gail Newman

How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

Linguistics

ANTH 227 (F) Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227 ARAB 227

Secondary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 227 (D2) ARAB 227 (D1)

Attributes: Linguistics

Not offered current academic year

ANTH 262 (S) Language and Power

"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to American presidential elections. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in the Williams or Berkshire County community.

Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Joel Lee

ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Class Format: lecture

Requirements/Evaluation: active class participation, assignments, article presentation and leading a class discussion, language learner interview, a research paper

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

ARAB 227 (F) Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227 ARAB 227

Primary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 227 (D2) ARAB 227 (D1)

Attributes: Linguistics

Not offered current academic year

ASST 207 (F) An Exploration of Japanese Language and Culture

Cross-listings: ASST 207 JAPN 407

Secondary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 207 (D1) JAPN 407 (D1)

Attributes: Linguistics

Not offered current academic year

BIOL 409 (F) Cultural Evolution in Biological Systems

The evolution of genetically transmitted traits has been the subject of extensive study since the "modern synthesis" combined Darwin's and Mendel's ideas--later enriched by molecular approaches to developmental biology. More recently, the study of evolution has been extended to traits that are transmitted via social learning. The cultural evolution that occurs in such behavioral traits has many parallels with evolution based on genes: errors and innovation correspond to genetic mutations, immigration may bring in new forms of the behavior, and population bottlenecks can result in loss of behavioral traits. However, there is also a crucial difference between genetic and social transmission of traits: social learners can potentially acquire traits from many members of their population, including unrelated individuals. This difference has many implications, including the acceleration of the evolutionary time scale. We will explore the ways socially learned behaviors evolve, using systems such as tool use (primates, crows), vocal learning (songbirds, orcas), and social organization (baboons). Among the topics we will consider are the role of neutral models and random processes, how neural constraints guide social learning, how social status influences the choice of tutors, and how competition and sexual selection drive changes in learned behavior. We will also consider how these processes interact and how they generate differences as well as parallels between cultural and genetic evolution.

Requirements/Evaluation: five 4- to 5-page papers; five 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL 305 or BIOL 204

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distributional requirement for the Biology major

Distributions: (D3)

Attributes: Linguistics

Not offered current academic year

CHIN 252 (F) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language

This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese.

All readings in English with some examples in Chinese.

Class Format: discussion

Requirements/Evaluation: class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses Linguistics

Not offered current academic year

CHIN 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Primary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

CHIN 431 (S) Introduction to Chinese Linguistics

Is Chinese--whose nouns "lack" number and whose verbs have no tense--a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Could (and should) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. *Readings in English and Chinese, with class discussion in Mandarin*

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom performance, homework, two short papers, and one longer paper

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: current or prospective Chinese or Asian Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

COGS 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222

Primary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2019

COMP 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Secondary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

JAPN 131 (F) Introduction to Japanese Linguistics

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam

Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 258 (S) Language and Literacy Development

Cross-listings: JAPN 258 PSYC 258

Primary Cross-listing

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

JAPN 407 (F) An Exploration of Japanese Language and Culture

Cross-listings: ASST 207 JAPN 407

Primary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese

should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 207 (D1) JAPN 407 (D1)

Attributes: Linguistics

Not offered current academic year

PHIL 203 (S) Logic and Language (QFR)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: discussion

Requirements/Evaluation: a midterm, a final, frequent homework and problem sets

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 50-80

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

PHIL 280 (S) Frege, Russell, and the Early Wittgenstein

The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*. While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

Class Format: seminar

Requirements/Evaluation: two short papers (5 pages) and one longer final paper (12-15 pages)

Prerequisites: at least two PHIL courses; PHIL 202 and 203 recommended

Enrollment Preferences: Philosophy majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: Linguistics PHIL History Courses

Not offered current academic year

PHIL 308 (F) Wittgenstein's "Philosophical Investigations"

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived--passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*--one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, "if a lion could talk, we could not understand him," deserves serious attention.

Requirements/Evaluation: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

Prerequisites: at least two Philosophy Courses, PHIL 202 highly recommended

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: Linguistics PHIL History Courses

Not offered current academic year

PHIL 310 (F) Wittgenstein's Later Philosophy (WS)

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough

reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology, Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: two Philosophy courses

Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Attributes: Linguistics PHIL History Courses

Fall 2019

TUT Section: T1 TF 1:10 pm - 2:25 pm Bojana Mladenovic

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be

significantly more formal.

Attributes: Linguistics

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

PSYC 258 (S) Language and Literacy Development

Cross-listings: JAPN 258 PSYC 258

Secondary Cross-listing

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

STS 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Secondary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

CENTER FOR ENVIRONMENTAL STUDIES

MARITIME STUDIES

Chair: Professor Henry Art

Associate Director: Lecturer Sarah Gardner

Professor: H. Art. Associate Professor: N. Howe. Assistant Professors: P. Kohler, L. Martin. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Visiting Assistant Professors: S. Auer, A. Merleaux. Lecturers: S. Gardner, J. Racela. Gaius Charles Bolin Fellow: Brittany Meché. Research Associates: R. Bolton, L. Venolia.

On leave fall/spring: N. Howe

Environmental Studies Advisory Committee: Professors: H. Art. Associate Professors: M. Cook, S. Jacobson, J. Manigault-Bryant. Assistant Professors: R. Bassar, P. Kohler, L. Martin. Lecturer: S. Gardner.

Maritime Studies Advisory Committee: Professors: H. Art, R. Cox, C. Ting. Associate Professor: L. Gilbert. Assistant Professor: J. Constantine. Associate Dean: J. Gerry.

Mystic Executive Director: T. Van Winkle.

MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

Julie C. Blackwood, Assistant Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Cory E. Campbell, instructional Technology Specialist

Phoebe A. Cohen, Associate Professor of Geosciences

Anthony J. Carrasquillo, Assistant Professor of Chemistry

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Jose E.A. Constantine, Assistant Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences*

Joan Edwards, Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives

Jessica M. Fisher, Assistant Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Jennifer L. French, Professor of Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Assistant Professor of Economics

Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences

Casey Gregory, Assistant Professor of Economics

Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program

Jacqueline Hidalgo, Associate Professor of Latina/O Studies and Religion

Nicolas Howe, Associate Professor of Environmental Studies

Sarah Jacobson, Associate Professor of Economics

Amy Johns, Director of The Zilkha Center for Environmental initiatives

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Pia Kohler, Assistant Professor of Environmental Studies

Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Joel Lee, Assistant Professor of Anthropology

Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club

Dr. Alicia Maggard, Post-Doc, Williams-Mystic Maritime Studies Program

James Manigault-Bryant, Associate Professor of Africana Studies

Luana Maroja, Associate Professor of Biology

Laura Martin, Assistant Professor of Environmental Studies

Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research Hopkins Forest

James Nolan, Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, , Lecturer, CES and Morley Sciences Laboratories

David P. Richardson, Professor of Chemistry

Merida Rúa, Associate Professor of Latina/O Studies and American Studies

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology

David L. Smith, Professor of English

John W. Thoman, Jr., Professor of Chemistry

Chad M. Topaz, Professor of Mathematics

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

ENVIRONMENTAL STUDIES

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise.

The concentration in Maritime Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;

- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

ADVISING

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2019-20: Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

Required Courses (7 courses)

Introductory Course

MAST/ENVI/GEOS 104 Oceanography

Students who take MAST 211/GEOS 210 Oceanographic Processes at Williams-Mystic can substitute an extra elective in lieu of GEOS 104.

Capstone Course

ENVI/MAST 412 Senior Seminar: Perspectives on Environmental Studies

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

MAST/ENGL 231 Literature of the Sea

MAST 311/BIOL 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes

MAST/ENVI 351/ PSCI 319 Marine Policy

MAST/HIST 352 America and the Sea, 1600-Present

Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

[AFR 248 / HIST 248The Caribbean: From Slavery to Independence](#)

Taught by: [Shanti Singham](#)

[Catalog details](#)

[BIOL 414Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ECON 213 / ENVI 213\(S\)Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 215 / GBST 315Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 477 / ENVI 376Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\)Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[ENVI 328 / PSCI 328Global Environmental Politics](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[GEOS 212 / BIOL 211\(S\)Paleobiology](#)

Taught by: [Phoebe Cohen](#)

[Catalog details](#)

[GEOS 215 / ENVI 215Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 302\(S\)Sedimentology](#)

Taught by: [Rónadh Cox](#)

[Catalog details](#)

[HIST 321 / ASST 321History of U.S.-Japan Relations](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 391 / ASST 391 / GBST 391When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[PSCI 223International Law](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 229Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[PSCI 347Law of the Sea](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Maritime Studies concentration requirements, the following courses are offered:

MAST 397, 398 Independent Study: Maritime Studies

MAST 493-W31-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the

thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104 (F) Oceanography

Cross-listings: GEOS 104 ENVI 104 MAST 104

Secondary Cross-listing

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut. This course is in the Oceans and Climates group for the Geosciences major.

Class Format: discussion, three hours per week and laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: two hour exams, lab work, participation in the field trip, and a final exam

Prerequisites: none

Enrollment Limit: 48

Enrollment Preferences: first-year and sophomore students, MAST concentrators

Expected Class Size: 48

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 104 (D3) ENVI 104 (D3) MAST 104 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

MAST 211 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

MAST 231 (F)(S) Literature of the Sea

Cross-listings: MAST 231 ENGL 231

Primary Cross-listing

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 231 (D1) ENGL 231 (D1)

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

LEC Section: 01 TBA Christian Thorne

Spring 2020

LEC Section: 01 TBA Kelly P. Bushnell

MAST 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

MAST 324 (S) Corals and Sea Level

Cross-listings: MAST 324 ENVI 324 GEOS 324

Secondary Cross-listing

In coastal communities, increasing flood damage from storm surges and chronic inundation by seawater are already happening as a result of sea level rise. How do we know what contributes to the observed change in sea level in the last century? What does the geological record teach us about what controls the natural variation in sea level on short and long timescales? How can we use this information to separate anthropogenic effects from natural change in modern systems? And how does this inform us on what to expect through the 21st century and beyond? In this course, we will examine how sea level is reconstructed using geological archives and how coral-based sea level data led to breakthroughs in our understanding of the long-term evolution of the ocean and climate, the controls in the timing of ice age cycles, the singularity of modern climate change, and how high the future seas will rise. During Spring Break, the class will travel to Barbados, a renowned locality for Quaternary sea level reconstruction, to observe modern and ancient reefs, and collect samples that will be the basis of individual or group projects in the second half of the semester. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.

Requirements/Evaluation: short papers, labs, participation in discussion, and a research project

Prerequisites: GEOS 104 or GEOS 210 or GEOS 215 or MAST 311 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geoscience majors, students who commit to the Spring Break trip

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 324 (D3) ENVI 324 (D3) GEOS 324 (D3)

Attributes: ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

MAST 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Primary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MAST 397 (F) Independent Study: Maritime Studies

Maritime Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Fall 2019

IND Section: 01 TBA Henry W. Art

MAST 398 (S) Independent Study: Maritime Studies

Maritime Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: No divisional credit

Spring 2020

IND Section: 01

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Secondary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. In addition to 3 short writing assignments, there will be a scaffolded capstone project through which emphasis will be placed on honing writing skills, including for different audiences, and there will be opportunities to revise and resubmit work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Pia M. Kohler

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pia M. Kohler

MAST 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal

development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

MAST 493 (F) Senior Thesis: Maritime Studies

Maritime Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Fall 2019

HON Section: 01 TBA Henry W. Art

MAST 494 (S) Senior Thesis: Maritime Studies

Maritime Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Spring 2020

HON Section: 01

Winter Study -----

MAST 31 (W) Sen Thesis: Maritime Studies

Maritime Studies senior thesis.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01

MAST 99 (W) Independent Study: Maritime Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01

MATERIALS SCIENCE STUDIES (Div III)

Advisory Committee: Professors: D. Aalberts, S. Goh, L. Park. Assistant Professor: K. Jensen.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

MTSC Courses

CHEM 336 (S) Materials Chemistry

Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies.

Class Format: three hours per week

Requirements/Evaluation: problem sets, reviews of research articles, hour exams, and a final exam

Prerequisites: CHEM 155 or 256 and 251/255

Enrollment Limit: 24

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Lee Y. Park

CHEM 348 (F) Polymer Chemistry

From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

Class Format: three hours per week

Requirements/Evaluation: problem sets, participation, two exams, and a final project

Prerequisites: CHEM 251/255

Enrollment Limit: 19

Enrollment Preferences: Chemistry majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Attributes: BIMO Interdepartmental Electives MTSC Courses

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Sarah L. Goh

CHEM 364 (S) Instrumental Methods of Analysis

Cross-listings: ENVI 364 CHEM 364

Primary Cross-listing

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: class participation, 2 exams, problem sets, oral presentations and discussions of selected topics, and an independent project

Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

Enrollment Limit: 9 per lab

Expected Class Size: 9 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 364 (D3) CHEM 364 (D3)

Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives EVST Methods Courses MTSC Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lee Y. Park

LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook

LAB Section: 02 TBA Cancelled Nathan Cook

LAB Section: 02 TBA Cancelled Nathan Cook

LAB Section: 03 T 1:00 pm - 5:00 pm Nathan Cook

LEC Section: 01 MWF 10:00 am - 10:50 am Lee Y. Park

GEOS 202 (S) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Class Format: lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

Requirements/Evaluation: one hour test, lab work, and a final exam

Prerequisites: one 100-level GEOS course or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

Spring 2020

LAB Section: 02 T 1:00 pm - 4:00 pm Bud Wobus

LEC Section: 01 TR 8:30 am - 9:45 am Bud Wobus

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

PHYS 451 (S) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Requirements/Evaluation: weekly readings and problem sets, and exams

Prerequisites: PHYS 301, PHYS 302 (may be taken simultaneously) preferred; or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: MTSC Courses

Not offered current academic year

MATHEMATICS AND STATISTICS (Div III)

MATHEMATICS

Chair: Professor Richard De Veaux

Associate Chair for Math: Professor Mihai Stoiciu

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics
- Andrew Bydlon, Visiting Assistant Professor of Mathematics
- Xizhen Cai, Assistant Professor of Statistics
- Josh Carlson, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Eva G. Goedhart, Visiting Assistant Professor of Mathematics
- Leo Goldmakher, Assistant Professor of Mathematics; on leave Fall 2019
- Pamela E. Harris, Assistant Professor of Mathematics; on leave 2019-2020
- Stewart D. Johnson, Professor of Mathematics; on leave Fall 2019
- Bernhard Klingenberg, Professor of Statistics; on leave 2019-2020
- Haydee M. A. Lindo, Assistant Professor of Mathematics
- Susan R. Loepp, Professor of Mathematics; on leave 2019-2020
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Assistant Professor of Mathematics; on leave 2019-2020
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2019-2020
- Mihai Stoiciu, Professor of Mathematics
- Chad M. Topaz, Professor of Mathematics; on leave Fall 2019
- Laurie L. Tupper, Assistant Professor of Statistics; on leave 2019-2020
- Daniel B. Turek, Assistant Professor of Statistics; on leave 2019-2020
- Elizabeth M. Upton, Assistant Professor of Statistics

MAJOR IN MATHEMATICS

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (9 courses plus colloquium)

The major in Mathematics consists of nine courses plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are

offered every year.

Calculus (2 courses)

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (1 course)

Mathematics 209 Differential Equations

or Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)

or Mathematics 200 Discrete Mathematics

or Statistics 201 Statistics and Data Analysis

or Statistics 231 Statistical Design of Experiments

or a more advanced applied/discrete/statistics course with prior department approval

Core Courses (3 courses)

Mathematics 250 Linear Algebra

Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis

Mathematics 355 Abstract Algebra

Completion (3 courses plus colloquium)

Two electives from courses numbered 300 and above, or STAT 231

One Senior Seminar: Any course numbered between 400 and 479, taken in the senior year.

Participation in the Department Colloquium, in which all senior majors present a talk on a mathematical or statistical topic of their choice. Each major must attend at least 20 colloquia, and up to 5 attendances may be counted in their junior year. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

ADVANCED PLACEMENT

Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course of equal or higher level in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

For Example, a student starting in MATH 130 might take MATH 130 and 140 the first year, MATH 150 and MATH 200 the second year, MATH 250 and MATH 350 the third year, MATH 355 and a senior seminar the fourth year, plus the two required electives some time. Students are encouraged to consult freely with any math faculty about course selection and anything else.

CALCULUS PLACEMENT

Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is:

BC 1, 2 or AB 2, 3 Math 140

AB 4 or 5 Math 150

BC 3, 4 or 5 Math 151

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the "Budapest Semester in Mathematics" are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow

students to spend more easily a semester away.

Double Counting: No course may count towards two different majors.

Early Senior Seminar: The senior seminar is designed and intended to be taken during the senior year. Students who have made significant progress towards the major may request to fulfill this requirement with a senior seminar taken during their junior year. Such requests should be submitted to the department chair, and should include a plan for completing the major and the rationale for taking their senior seminar as a Junior.

Planning Courses: Core courses Mathematics 350/351 and 355, are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE DEGREE WITH HONORS IN MATHEMATICS

The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a mini-thesis. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

APPLIED MATHEMATICS TRACK

Students interested in applied mathematics, engineering, or other sciences should consider:

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Statistics 201 Statistics and Data Analysis

Mathematics 250 Linear Algebra

Mathematics 351 Applied Real Analysis

Mathematics 355 Abstract Algebra

Some programming or numerical analysis (e.g. MATH 361, 318T, or anything if you've had CSCI 134)

MATH 309 or Post-core Differential Equations/Numerical Methods

Senior seminar (e.g. Math Ecology MATH 410T or Mathematical Modeling MATH 433)

Other recommended courses: complex analysis, discrete mathematics (e.g. combinatorics or graph theory), operations research, optimization, probability, statistics, appropriate courses in Biology, Chemistry, Computer Science, Economics, Neuroscience, Physics, etc.

Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL TRACK

Students interested in continuing their study of mathematics in graduate school should consider:

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Mathematics 250 Linear Algebra

Mathematics 350 Real Analysis

Mathematics 355 Abstract Algebra

Complex Analysis

Topology

Some second semester analysis

Some second semester algebra

Some post-core geometry

Thesis

[With prior permission, in unusual circumstances, senior seminar can be waived in favor of harder post-core electives.]

Students headed for graduate school generally take more than this relatively small number of courses required for a liberal arts major. Reading knowledge of a foreign language (French, German, or Russian) can be helpful.

Students interested in studying statistics in graduate school should take STAT 201, 346, 360, a 400 level statistics course and MATH 350/351 and 341 in addition to their other math requirements.

OTHER CAREER PATHS

Other Graduate and Professional Schools: An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

Statistics and Actuarial Science: Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

Teaching: Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

Business and Finance: Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

There are three types of 300-level courses. There are the core courses: Real Analysis, MATH 350/351, and Abstract Algebra Math 355. There are

the “precore” courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.

MATH 102 (F) Foundations in Quantitative Skills

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects

Prerequisites: access to the course is limited to placement by a quantitative skills counselor

Enrollment Limit: 10

Enrollment Preferences: students who need most help with the quantitative reasoning

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

TUT Section: T1 TBA Mihai Stoiciu

MATH 110 (F) Logic and Likelihood (QFR)

How best can we reason in the face of uncertainty? We will begin with an examination of rationality and the reasoning process including a survey of formal logic. Starting with uncertainty from a psychological and philosophical viewpoint, we will move to a careful theory of likelihood and how to reason with probabilistic models. The course will conclude with a consideration of observation and information, how to test hypotheses, and how we update our beliefs to incorporate new evidence.

Requirements/Evaluation: homework, essays, presentations, exams, and participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will be covering formal logic and probability theory at sufficient depth to place this course on level with other QFR designated courses.

Not offered current academic year

MATH 113 (S) The Beauty of Numbers (QFR)

Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.

Requirements/Evaluation: projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MATH 130 (F)(S) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation: exams, homework and quizzes

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

Enrollment Limit: 50

Enrollment Preferences: professor's discretion

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Allison Pacelli

LEC Section: 02 MWF 12:00 pm - 12:50 pm Allison Pacelli

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Eva Goedhart

MATH 140 (F)(S) Calculus II (QFR)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Lori A. Pedersen

LEC Section: 02 MWF 10:00 am - 10:50 am Lori A. Pedersen

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Leo Goldmakher

MATH 150 (F)(S) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Julie C. Blackwood

LEC Section: 02 MWF 10:00 am - 10:50 am Julie C. Blackwood

LEC Section: 03 MWF 11:00 am - 11:50 am Julie C. Blackwood

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

LEC Section: 02 MWF 11:00 am - 11:50 am Steven J. Miller

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams

LEC Section: 02 MWF 10:00 am - 10:50 am Colin C. Adams

LEC Section: 03 MWF 11:00 am - 11:50 am Colin C. Adams

MATH 200 (F)(S) Discrete Mathematics (QFR)

Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: discussion

Requirements/Evaluation: homework and exams

Prerequisites: MATH 140 or MATH 130 with CSC1 134 or 135; or one year of high school calculus with permission of instructor; students who have taken a 300-level math course should obtain permission of the instructor before enrolling

Enrollment Limit: 40

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Josh Carlson

LEC Section: 02 TR 11:20 am - 12:35 pm Josh Carlson

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lori A. Pedersen

LEC Section: 02 MWF 11:00 am - 11:50 am Lori A. Pedersen

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210 PHYS 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 210 (D3) PHYS 210 (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts, David R. Tucker-Smith

MATH 250 (F)(S) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical

and computational, with attention to improving mathematical style and sophistication.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 45

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Related Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Eva Goedhart

LEC Section: 02 TR 11:20 am - 12:35 pm Eva Goedhart

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Haydee M. A. Lindo

LEC Section: 02 TR 11:20 am - 12:35 pm Haydee M. A. Lindo

MATH 293 (F) Undergraduate Research Topics in Representation Theory (QFR)

Central to the study of the representation theory of Lie algebras is the computation of weight multiplicities by using Kostant's weight multiplicity formula. This formula is an alternating sum over a finite group, and involves a partition function. In this tutorial, we will address questions regarding the number of terms contributing nontrivially to the sum and develop closed formulas for the value of the partition function. Techniques used include generating functions and counting arguments, which are at the heart of combinatorics and are accessible to undergraduate students.

Class Format: tutorial

Requirements/Evaluation: written assignments, oral presentations

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and abstract algebra

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 306 (S) Fractals and Chaos (QFR)

Early in the course we introduce the notion of dynamical systems. Then we will develop the mathematics behind iterated function systems and study the notions of fractals and chaos. There will be a lot of computer experimentation with various programs and resources which the students are expected to use to learn and discover properties of fractals. The final topics will include dimension complex dynamics and the Mandelbrot set.

Requirements/Evaluation: homework, projects and exams

Prerequisites: MATH 250

Enrollment Limit: 30

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 307 (F) Computational Linear Algebra (QFR)

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining,

computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; and Monte Carlo techniques. This course could also be considered a course in numerical analysis or computational science.

Requirements/Evaluation: quizzes/exams, problem sets, projects and activities

Prerequisites: MATH 250, some elementary computer programming experience is strongly recommended

Enrollment Limit: 30

Enrollment Preferences: Professor's discretion

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 309 (S) Differential Equations (QFR)

Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we focus on nonlinear ODE, for which it is usually impossible to find analytical solutions. Tools from dynamical systems allows us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: discussion and interactive activities

Requirements/Evaluation: quizzes/exams, problem sets, activities

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Julie C. Blackwood

MATH 310 (S) Mathematical Biology (QFR)

Cross-listings: MATH 310 BIOL 210

Primary Cross-listing

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

Requirements/Evaluation: problem sets, weekly meetings, final project and paper

Prerequisites: MATH 250, MATH 209 or 309, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: if over-enrolled, will have students submit reasons for taking class; preference to those with interest in both subjects

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 310 (D3) BIOL 210 (D3)

Quantative/Formal Reasoning Notes: The course will introduce methods for developing and analyzing mathematical models.

Attributes: PHLH Methods in Public Health

Not offered current academic year

MATH 313 (F) Introduction to Number Theory (QFR)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Requirements/Evaluation: performance on homework, projects, and examinations

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 314 (S) Cryptography (QFR)

An introduction to the techniques and practices used to keep secrets over non-secure lines of communication, including classical cryptosystems, the data encryption standard, the RSA algorithm, discrete logarithms, hash functions, and digital signatures. In addition to the specific material, there will also be an emphasis on strengthening mathematical problem solving skills, technical reading, and mathematical communication.

Requirements/Evaluation: exams, homework, and quizzes

Prerequisites: MATH 250

Enrollment Limit: 30

Enrollment Preferences: graduating seniors and Math majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will contain mathematical proofs.

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Eva Goedhart

MATH 316 (S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (QFR)

Cross-listings: PHYS 316 MATH 316

Primary Cross-listing

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

Class Format: lecture

Requirements/Evaluation: homework sets and exams

Prerequisites: PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of instructors; students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted

Enrollment Limit: 50

Enrollment Preferences: discretion of the instructors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 316 (D3) MATH 316 (D3)

Not offered current academic year

MATH 317 (F) Introduction to Operations Research (QFR)

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

Prerequisites: Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course.

Requirements/Evaluation: homework, exams, projects

Prerequisites: MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/317/

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

MATH 318 (F) Numerical Problem Solving (QFR)

In the last twenty years computers have profoundly changed the work in numerical mathematics (in areas from linear algebra and calculus to differential equations and probability). The main goal of this tutorial is to learn how to use computers to do quantitative science. We will explore concepts and ideas in mathematics and science using numerical methods and computer programming. We will use specialized software, including Mathematica and Matlab.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on homework, classwork, and exams

Prerequisites: MATH 150/151 and MATH 250 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 CSCI 319 MATH 319 PHYS 319 CHEM 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319 (D3) CSCI 319 (D3) MATH 319 (D3) PHYS 319 (D3) CHEM 319 (D3)

Attributes: BIGP Core Courses BIMO Interdepartmental Electives

Not offered current academic year

MATH 321 (S) Knot Theory (QFR)

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Requirements/Evaluation: problem sets, midterms, a paper and a final exam

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 325 (F) Set Theory (QFR)

Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, incompleteness theorems. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

Requirements/Evaluation: exams and homework

Prerequisites: MATH 250

Enrollment Limit: 30

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: textbook cost

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Thomas A. Garrity

MATH 328 (S) Combinatorics (QFR)

Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, the principle of inclusion and exclusion, and partially ordered sets.

Class Format: interactive activities and discussion

Requirements/Evaluation: quizzes/exams, homework, activities

Prerequisites: MATH 200 and MATH 250

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Josh Carlson

MATH 329 (S) Discrete Geometry (QFR)

Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

Requirements/Evaluation: participation, problem sets, oral presentations, an oral exam, and a final project

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 331 (F) The little Questions (QFR)

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/331/

Distributions: (D3) (QFR)

Not offered current academic year

MATH 334 (S) Graph Theory (QFR)

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 200 or MATH 250

Enrollment Limit: 35

Enrollment Preferences: Math majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 337 (F) Electricity and Magnetism for Mathematicians (QFR)

Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.

Requirements/Evaluation: performance on homework and exams

Prerequisites: MATH 250; no physics background required

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 338 (F) Intermediate Logic (QFR)**Cross-listings:** MATH 338 PHIL 338**Secondary Cross-listing**

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams**Prerequisites:** some class in which student has studied formal reasoning**Enrollment Limit:** 20**Enrollment Preferences:** Philosophy majors; juniors and seniors**Expected Class Size:** 15**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D3) PHIL 338 (D2)

Quantative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

MATH 341 (F)(S) Probability (QFR)**Cross-listings:** MATH 341 STAT 341**Primary Cross-listing**

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams**Prerequisites:** MATH 250 or permission of the instructor**Enrollment Limit:** 40**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

MATH 350 (F)(S) Real Analysis (QFR)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Class Format: discussion

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 or MATH 151 and MATH 250, or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Frank Morgan

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Leo Goldmakher

MATH 351 (F) Applied Real Analysis (QFR)

Real analysis or the theory of calculus--derivatives, integrals, continuity, convergence--starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity. .

Requirements/Evaluation: exams, homework and quizzes

Prerequisites: MATH 150 and MATH 250, or permission of instructor

Enrollment Limit: 50

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Core mathematics major course with daily problem sets.

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Frank Morgan

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Thomas A. Garrity

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas A. Garrity

LEC Section: 02 MWF 10:00 am - 10:50 am Thomas A. Garrity

MATH 361 (F)(S) Theory of Computation (QFR)

Cross-listings: CSCI 361 MATH 361

Secondary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: problem sets, a midterm examination, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 361 (D3) MATH 361 (D3)

Attributes: COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Aaron M. Williams

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

MATH 368 (S) Positive Characteristic Commutative Algebra (QFR)

In commutative algebra, one of the most basic invariants of a ring is its characteristic. This is the smallest multiple of 1 that equals 0. Working over a ring of characteristic zero, versus a ring of characteristic $p > 0$, dramatically changes the proof techniques available to us. This realization has had tremendous consequences in commutative algebra. One of the most useful tools in characteristic p is the Frobenius homomorphism. In this course we will study several standard notions in commutative algebra, such as regularity of a ring, Cohen-Macaulayness, and being normal and we will see how various "splittings" of the Frobenius allow us to easily detect these properties. Many of these methods are not only applicable to commutative algebra, but also to number theory and algebraic geometry.

Requirements/Evaluation: homework and a final exam

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, and juniors and seniors secondarily

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 374 (F) Topology (QFR)

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including recent work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The main part of the course on point-set topology establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on homotopy theory develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Requirements/Evaluation: homework, tutorials, and exams

Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323

Enrollment Limit: 30

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 379 (F) Asymptotic Analysis in Differential Equations

Asymptotic Analysis is a fascinating subfield of differential equations in which interesting and unexpected phenomena can occur. Roughly speaking, the problem is this: Given a differential equation depending on a parameter ϵ , what happens to the solutions to the equation as we let ϵ go to 0? After an extensive survey of examples, we will cover asymptotic evaluation of integrals, such as stationary phase and Laplace's method, multiple scales, WKB approximations, averaging methods, matched asymptotic expansions, and boundary layers. If time permits, we will also discuss bifurcation theory and the Nash-Moser Inverse Function Theorem.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework and exams

Prerequisites: MATH 350 or MATH 351

Enrollment Limit: 25

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

MATH 392 (F) Undergraduate Research Topics in Graph Theory (QFR)

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this tutorial we focus on two topics of mathematical research in graph theory: evasion-pursuit games on graphs and domination theory. Students in this project-based tutorial will select among the presented topics, and will begin original research on an open problem in the field. Student assessment is based on problem sets, drafts of research project manuscript, and a final oral class presentation.

Requirements/Evaluation: homework assignments, oral presentations, and written project manuscript

Prerequisites: MATH 355 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 397 (F) Independent Study: Mathematics

Directed 300-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Mihai Stoiciu

MATH 398 (S) Independent Study: Mathematics

Directed 300-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Mihai Stoiciu

MATH 402 (S) Measure Theory and Probability (QFR)

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables), Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Class Format: discussion

Requirements/Evaluation: performance on homework assignments and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 403 (S) Measure and Ergodic Theory (QFR)

An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesgue and Borel measures, measurable functions, and Lebesgue integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: Mathematics majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: senior major course

Distributions: (D3) (QFR)

Not offered current academic year

MATH 404 (F) Random Matrix Theory (QFR)

Initiated by research in multivariate statistics and nuclear physics, the study of random matrices is nowadays an active and exciting area of mathematics, with numerous applications to theoretical physics, number theory, functional analysis, optimal control, and finance. Random Matrix Theory provides understanding of various properties (most notably, statistics of eigenvalues) of matrices with random coefficients. This course will provide an introduction to the basic theory of random matrices, starting with a quick review of Linear Algebra and Probability Theory. We will continue with the study of Wigner matrices and prove the celebrated Wigner's Semicircle Law, which brings together important ideas from analysis and combinatorics. After this, we will turn our attention to Gaussian ensembles and investigate the Gaussian Orthogonal Ensemble (GOE) and the Gaussian Unitary Ensemble (GUE). The last lectures of the course will be dedicated to random Schrodinger operators and their spectral properties (in particular, the phenomenon called Anderson localization). Applications of Random Matrix Theory to theoretical physics, number theory, statistics, and finance will be discussed throughout the semester.

Requirements/Evaluation: homework assignments and exams

Prerequisites: experience with Real Analysis (MATH 350 or MATH 351) and with Probability (MATH 341 or STAT 201)

Enrollment Limit: 40

Enrollment Preferences: Mathematics and Statistics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course expands ideas in probability and statistics from random variables (1x1 random matrices) to nxn random matrices. The students will learn to model complex physical phenomena using random matrices and study them using rigorous mathematical tools and concepts.

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

MATH 407 (F) Dance of the Primes (QFR)

Prime numbers are the building blocks for all numbers and hence for most of mathematics. Though there are an infinite number of them, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Function theory tells us about the primes. We will be studying one of the most amazing functions known: the Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is one of the great, if not greatest, open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars? (Which is what you will get if you solve it, beyond the eternal fame and glory.)

Requirements/Evaluation: exams and weekly homework assignments

Prerequisites: MATH 350 or MATH 351, and MATH 355

Enrollment Limit: 30

Enrollment Preferences: seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a math course.

Not offered current academic year

MATH 411 (S) Commutative Algebra (QFR)

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic

Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Possible topics include Noetherian rings, primary decomposition, localizations and quotients, height, dimension, basic module theory, and the Krull Altitude Theorem.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 419 (S) Algebraic Number Theory (QFR)

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Requirements/Evaluation: homework assignments and exams

Prerequisites: MATH 355, or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Pacelli

MATH 420 (S) Analytic Number Theory (QFR)

How many primes are smaller than x ? How many divisors does an integer n have? How many different numbers appear in the $N \times N$ multiplication table? Over the course of the past 150 years, tremendous progress has been made towards resolving these and similar questions in number theory, relying on tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory--a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered include: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, gaps between primes, and other topics as time and interest allow.

Requirements/Evaluation: problem sets and presentations

Prerequisites: MATH 350 or MATH 351, MATH 372 (may be taken concurrently), familiarity with modular arithmetic

Enrollment Limit: 10

Enrollment Preferences: Mathematics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 421 (S) Quandles, Knots and Virtual Knots (QFR)

A quandle is an algebraic object that, like a group, has a "multiplication" of pairs of elements that satisfies certain axioms. But the quandle axioms are very different from the group axioms, and quandles turn out to be incredibly useful when considering the mathematical theory of knots. In this course, we will learn about this relatively new area of research (1982) and learn some knot theory and see how quandles apply to both classical knot theory and the relatively new area of virtual knot theory (1999).

Requirements/Evaluation: problem sets, tests, and a 3-page paper

Prerequisites: MATH 355

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 422 (F) Algebraic Topology (QFR)

Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is this: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups, and having homeomorphic universal covers.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, the juniors and seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

MATH 424 (F) Geometry, Surfaces and Billiards

Mathematical billiards is the study of a ball bouncing around in a table--a rectangle in the popular pub game, but any shape of table for us, including triangles and ellipses. The geometry of billiards is elegant, and is related to surfaces, fractals, and even continued fractions. We will study many types of billiards and surfaces, and take time to explore some beautiful examples and ideas.

Class Format: lecture

Requirements/Evaluation: based on work in class, problem sets, an exam and a project.

Prerequisites: MATH 350/351 and MATH 355

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of doughnut?" and includes far-reaching applications in relativity and robotics.

This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework, weekly presentations, and final paper

Prerequisites: MATH 350 (students who have not taken MATH 250 may enroll only with permission of the instructor)

Enrollment Limit: 10

Enrollment Preferences: seniors, majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2019

TUT Section: T1 TBA Haydee M. A. Lindo

MATH 427 (S) Tiling Theory (QFR)

Since humans first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including "knotted tilings".

Requirements/Evaluation: problem assignments, exams and a presentation/paper

Prerequisites: MATH 250 Linear Algebra and MATH 355 Abstract Algebra

Enrollment Limit: 30

Enrollment Preferences: senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: cost of book which will be under \$50

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Colin C. Adams

MATH 428 (S) Catching Robbers and Spreading Information (QFR)

Cops and robbers is a widely studied game played on graphs that has connections to searching algorithms on networks. The cop number of a graph is the smallest number of cops needed to guarantee that the cops can catch a robber in the graph. Similar combinatorial games such as "zero forcing" can be used to model the spread of information. The idea of "throttling" is to spread the information (or catch the robber) as efficiently as possible. This course will survey some of the main results about cops and robbers and the cop number. We will also explore recent research on throttling for cops and robbers, zero forcing, and other variants.

Class Format: interactive activities and discussion

Requirements/Evaluation: problem sets, investigation journal, final presentation

Prerequisites: MATH 200 and MATH 355

Enrollment Limit: 25

Enrollment Preferences: seniors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will involve mathematical proofs.

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Josh Carlson

MATH 431 (F) Nonlinear Waves, Solitons (QFR)

Waves arise in scientific and engineering disciplines such as acoustics, optics, fluid/solid mechanics, electromagnetism and quantum mechanics. Although linear waves are well understood, the study of nonlinear wave phenomena remains an active field of research and a source of inspiration and challenge for several areas of mathematics. We discuss traveling waves, shallow water models, wave steepening, solitons and blowup. Additional topics may include shocks, weak solutions and conservation laws.

Class Format: lecture

Requirements/Evaluation: problem sets, exams, and final project

Prerequisites: MATH 209/210 and MATH 350/351, or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 433 (F) Mathematical Modeling (QFR)

Mathematical modeling means (1) translating a real-life problem into a mathematical object, and (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have a strong enthusiasm for applied mathematics.

Class Format: discussion, research

Requirements/Evaluation: writing assignments, modeling activities, presentations, research project

Prerequisites: MATH 250, MATH 309 or similar, and some experience with computer programming (equivalent to CSCI 134 or MATH 307)

Enrollment Limit: 24

Enrollment Preferences: Professor's discretion

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 434 (S) Applied Dynamics and Optimal Control (QFR)

We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

Requirements/Evaluation: exams and homework assignments

Prerequisites: MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 453 (F) Partial Differential Equations (QFR)

Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, fluid dynamics, neuroscience, thermodynamics, and more. We introduce PDE models and develop techniques for studying them. Topics include: derivation, classification, and physical interpretation of canonical PDE; solution techniques, including separation of variables, series solutions, integral transforms, and characteristics; and application to problems in the natural and social sciences.

Requirements/Evaluation: quizzes/exams, problem sets, projects and activities

Prerequisites: MATH 150-151; MATH 209 or MATH/PHYS 210 or MATH 309

Enrollment Limit: 30

Enrollment Preferences: Professor's discretion

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 456 (F) Representation Theory (QFR)

Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on homework, in class presentations, and exams

Prerequisites: MATH 355

Enrollment Limit: 40

Enrollment Preferences: junior and senior Math majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 458 (S) Algebraic Combinatorics (QFR)

Algebraic combinatorics is a branch of mathematics at the intersection of combinatorics and algebra. On the one hand, we study combinatorial structures using algebraic techniques, while on the other we use combinatorial arguments and methods to solve problems in algebra. This course will focus on the study of symmetric functions, young tableaux, matroids, graph theory, and other related topics.

Requirements/Evaluation: homework assignments, proof portfolio, individual and group projects

Prerequisites: MATH 200 and MATH 355

Enrollment Limit: 25

Enrollment Preferences: seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Mathematics course in the area of algebraic combinatorics.

Not offered current academic year

MATH 459 (S) Applied Partial Differential Equations (QFR)

Partial differential equations (PDE) arise as mathematical models of phenomena in chemistry, ecology, economics, electromagnetics, epidemiology, fluid dynamics, neuroscience, and much more. Furthermore, the study of partial differential equations connects with diverse branches of mathematics including analysis, geometry, algebra, and computation. Adopting an applied viewpoint, we develop techniques for studying PDE. We draw from a body of knowledge spanning classic work from the time of Isaac Newton right up to today's cutting edge applied mathematics research. This tutorial is appropriate as a second course in differential equations. In this tutorial, students will: build and utilize PDE-based models; determine the most appropriate tools to apply to a PDE; apply the aforementioned tools; be comfortable with open-ended scientific work; read applied mathematical literature; communicate applied mathematics clearly, precisely, and appropriately; collaborate effectively.

Requirements/Evaluation: participation, problem sets, oral presentations, oral exams, and a final project

Prerequisites: MATH 209 or MATH/PHYS 210 or MATH 309 or permission of instructor; students who have taken MATH 453 may not enroll in MATH 458 without permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: students with an interest in applied mathematics, selected to create a diverse set of tutorial participants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This tutorial involves regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

MATH 466 (F) Advanced Applied Analysis (QFR)

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field, as well as applications in industry. Topics include Benford's law of digit bias, random matrix theory, and Fourier analysis, and as time permits additional areas based on student interest from analytic number theory, generating functions and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will assist in writing both reviews for MathSciNet and referee reports for papers for journals, write programs to investigate and conjecture, and read classic and current research papers, and possibly apply these and related methods to real world problems.

Requirements/Evaluation: homework, exams, possible paper/presentation

Prerequisites: MATH 350 or MATH 351

Enrollment Limit: 40

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 474 (S) Tropical Geometry (QFR)

This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.

Requirements/Evaluation: participation, problem sets, quizzes, exams, and a final project

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: senior Math majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

MATH 482 (F) Homological Algebra (QFR)

Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355

Enrollment Limit: 20

Enrollment Preferences: junior and senior math majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Haydee M. A. Lindo

MATH 484 (S) Galois Theory (QFR)

Some equations--such as $x^5 - 1 = 0$ --are easy to solve. Others--such as $x^5 - x - 1 = 0$ --are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

Requirements/Evaluation: written homeworks, oral presentations, and exams

Prerequisites: MATH 355

Enrollment Limit: 15

Enrollment Preferences: discretion of the instructor

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Andrew Bydlon

MATH 485 (F) Complex Analysis (QFR)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called ζ residue calculus ζ permits the computation of ζ impossible ζ integrals, and ζ conformal mapping ζ reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Advanced mathematics course with weekly or daily problem sets.

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Andrew Bydlon

MATH 487 (S) Computational Algebraic Geometry (QFR)

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

Requirements/Evaluation: homework, exams, and final project

Prerequisites: MATH 355

Enrollment Limit: 40

Enrollment Preferences: instructor decision

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Not offered current academic year

MATH 493 (F) Senior Honors Thesis: Mathematics

Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Mihai Stoiciu

MATH 494 (S) Senior Honors Thesis: Mathematics

Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Mihai Stoiciu

MATH 497 (F) Independent Study: Mathematics

Directed 400-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Mihai Stoiciu

MATH 498 (S) Independent Study: Mathematics

Directed 400-level independent study in Mathematics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Mihai Stoiciu

MATH 499 (F)(S) Senior Colloquium

Mathematics senior colloquium. Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Class Format: colloquium

Grading: non-graded

Distributions: No divisional credit

Fall 2019

LEC Section: 01 MW 1:00 pm - 1:45 pm Richard D. De Veaux

Spring 2020

LEC Section: 01 MW 1:00 pm - 1:45 pm Richard D. De Veaux

Winter Study -----

MATH 11 (W) Narrative Structure Through Dungeons & Dragons

Dungeons & Dragons (5th edition) is a classic and ever-evolving tabletop role-playing game. One major component for the dungeon master is to develop and tell a story for the players to embark upon while simultaneously being willing to improvise based on player decisions. In this course, we will begin by learning the basics of the game and building a character. The students will then divide into groups and cycle through the role of dungeon master and player character to team build a narrative arc.

Requirements/Evaluation: DM execution and notes, player participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Mathematics majors and seniority

Grading: pass/fail only

Materials/Lab Fee: \$10 and cost of books

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Andrew Bydlon

MATH 12 (W) The Mathematics of Lego Bricks

This course is a modification of six previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will also submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell. Almost surely there will be a speed build challenge (college teams vs elementary school teams).

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$45

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Steven J. Miller

MATH 13 (W) Reality Real Estate

Cross-listings: MATH 13 SPEC 13

Primary Cross-listing

Is the reality of real estate the way it looks on TV? Learn about buying and selling, real estate investments, mortgages, renovation, construction, and design. Class will meet Monday, Tuesday, and Wednesday afternoons. Students will learn about each of the topics above, and have the opportunity to do a final project on a real estate topic of their choice, from architecture to designing their dream home to proposing a successful real estate investment to on-site construction work. Guest lecture(s) by experts in the field. The instructor Allison Pacelli is a licensed MA real estate agent, and co-owner of a design and renovation business that renovates investment properties as well as clients' homes.

Requirements/Evaluation: final project, equivalent to a 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$80 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 13 SPEC 13

Winter 2020

LEC Section: 01 Cancelled

MATH 14 (W) Introductory Photography: People and Places

Cross-listings: SPEC 29 MATH 14

Primary Cross-listing

This is an introductory course in photography, both color and black & white photography, and using the digital camera. The main themes will be people and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards. Students will

be expected to spend a considerable amount of time practicing their own photography outside of class. There will be three required local half-day field trips. Students will also be introduced to Photoshop and Lightroom, and will work on their own images with these programs. In 2010 Adjunct Instructor Bio: Mr. Washburne joined the stable of photographic artists who are represented by the Sun to Moon gallery in Dallas. Since then he has worked exclusively as a fine art photographer concentrating on landscapes, abstracts and street shooting. He also published travel stories alongside his photography in both D Magazine and The Robb Report.

Requirements/Evaluation: class participation, an in-class quiz and a final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: e-mail questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 29 MATH 14

Winter 2020

LEC Section: 01 MT 10:00 am - 11:15 am R 10:00 am - 11:50 am Dick Washburne

MATH 15 (W) Exploring the Primes: A Crash Course in Analytic Number Theory

This will be a crash course in analytic number theory. Given our time constraints, our goal will be to obtain a big-picture view of the field by understanding the outline of proofs of the most important results in the field. Among other topics we'll discuss the Riemann zeta function, the Prime Number Theorem, the Riemann Hypothesis, Dirichlet's theorem on primes in arithmetic progressions, and Roth's theorem on arithmetic progressions. There will be no written problem sets, but students will be expected to present solutions to problems in class. Each student will also be expected to write up a class summary (in LaTeX) for one of our meetings.

Requirements/Evaluation: final project or presentation

Prerequisites: complex analysis or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: interview with instructor

Grading: pass/fail only

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Leo Goldmakher

MATH 16 (W) Women and Minorities in Science

This course will be centered on learning about the achievements of women and minorities who have made significant contributions to science and the scientific community. We will discuss both historical and modern challenges faced by women and under-represented minorities in the sciences. Students will conduct an independent research project on a scientist of their choosing and lead a discussion based on that individual. Additional reading for this course will include the book *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*, which was made into the 2016 film *Hidden Figures*.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: based on expressed interest

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

Winter 2020

MATH 17 (W) Tournament Bridge

We'll study, prepare, and play in as many bridge tournaments in the area as possible, coupled with analysis, reading, and writing. Tournament play followed by analysis and the writing up of lessons learned is an essential part of the study of bridge. At this level, it is much more than a "game": it is an intense intellectual and academic activity. Tournament time (including days, nights, and weekends) averaging about 12 hours per week, other class time about 6 hours per week, homework 4 hours per week. Text: Larry Cohen <https://www.larryco.com/bridge-learning-center> Adjunct Instructor Bio: Frank Morgan is Atwell Professor of Mathematics, Emeritus, at Williams College and a Silver Life Master with the American Contract Bridge League.

Requirements/Evaluation: participation in competition and write-ups (totaling more than 10 pages)

Prerequisites: knowing how to play bridge

Enrollment Limit: 15

Enrollment Preferences: bridge playing knowledge and experience

Grading: pass/fail only

Materials/Lab Fee: \$200

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Frank Morgan

MATH 20 (W) Humor Writing

Cross-listings: ENGL 20 MATH 20

Primary Cross-listing

What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the transient nature of adversity can ratchet up the devolving psyche's penchant for explication to a catastrophic threshold, thwarting the existential impulse and pushing the natural proclivity for causative norms beyond the possibility of pre-situational adaptation. Do you know what that means? If so, this is not the course for you. No, we will write funny stuff, day in and day out. Or at the very least, we will think it's funny. Stories, essays, plays, fiction, nonfiction, we'll try a little of each. And we'll read some humor, too. Is laughter the body's attempt to eject excess phlegm? Why did Plato write dialogues instead of monologues? Who backed into my car in the Sawyer parking lot on the afternoon of March 2, 2019? These are just a few of the questions we will not explore in this course. No, we won't have time because we will be busy writing. (But if you know the answer to the third question, there's a \$10 reward.) Plan to meet 6 hours a week, and to spend at least 20 hours a week on the course. No slackers need apply. Produce or become produce. We will put on a reading/performance at the end of winter study.

Requirements/Evaluation: at least 10 pages of writing and a final performance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: based on writing samples

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 20 MATH 20

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Colin C. Adams

MATH 30 (W) Senior Project: Mathematics

To be taken by candidates for honors in Mathematics other than by thesis route.

Class Format: honors project

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Richard D. De Veaux

MATH 31 (W) Senior Thesis: Mathematics

To be taken by students registered for Mathematics 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Richard D. De Veaux

MATH 99 (W) Independent Study: Mathematics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Richard D. De Veaux

MATHEMATICS AND STATISTICS (Div III)

STATISTICS

Chair: Professor Richard De Veaux

Associate Chair for Math: Professor Mihai Stoiciu

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics
- Andrew Bydlon, Visiting Assistant Professor of Mathematics
- Xizhen Cai, Assistant Professor of Statistics
- Josh Carlson, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Eva G. Goedhart, Visiting Assistant Professor of Mathematics
- Leo Goldmakher, Assistant Professor of Mathematics; on leave Fall 2019
- Pamela E. Harris, Assistant Professor of Mathematics; on leave 2019-2020
- Stewart D. Johnson, Professor of Mathematics; on leave Fall 2019
- Bernhard Klingenberg, Professor of Statistics; on leave 2019-2020
- Haydee M. A. Lindo, Assistant Professor of Mathematics
- Susan R. Loepp, Professor of Mathematics; on leave 2019-2020
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Assistant Professor of Mathematics; on leave 2019-2020
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2019-2020
- Mihai Stoiciu, Professor of Mathematics
- Chad M. Topaz, Professor of Mathematics; on leave Fall 2019
- Laurie L. Tupper, Assistant Professor of Statistics; on leave 2019-2020
- Daniel B. Turek, Assistant Professor of Statistics; on leave 2019-2020
- Elizabeth M. Upton, Assistant Professor of Statistics

MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.

Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course

MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

STAT 201 Statistics and Data Analysis or STAT 202 Introduction to Statistical Modeling

STAT 346 Regression and Forecasting

STAT 341 Probability

STAT 360 Inferential Statistics

Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement

Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia, and up to 5 attendances may be counted in their junior year. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

Double Counting: No course may count towards two different majors.

Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with calculus background and social science interest should consider STAT 161; students with MATH 150 should enroll in STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stat should consult the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

LEC Section: 02 TR 11:20 am - 12:35 pm Elizabeth M. Upton

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with MATH 150 should consider STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students without any calculus background should consider STAT 101

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.

Attributes: PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Anna M. Plantinga

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Anna M. Plantinga

LEC Section: 02 TF 2:35 pm - 3:50 pm Anna M. Plantinga

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students with MATH 130/140 background should consider STAT 161; students with no calc. should consider STAT 101

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Shaoyang Ning

LEC Section: 02 TR 11:20 am - 12:35 pm Shaoyang Ning

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Stewart D. Johnson

LEC Section: 02 TR 9:55 am - 11:10 am Stewart D. Johnson

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: homework, exams and projects

Prerequisites: AP Statistics 5 or STAT 101; 161 or 201 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Xizhen Cai

LEC Section: 02 MWF 10:00 am - 10:50 am Xizhen Cai

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Xizhen Cai

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341 STAT 341

Secondary Cross-listing

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

STAT 342 (F) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 344 (F) Statistical Design of Experiments (QFR)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Requirements/Evaluation: problem sets, midterm, final exam, project

Prerequisites: STAT 201, 202, or equivalent

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Related Courses

Not offered current academic year

STAT 346 (F)(S) Regression and Forecasting (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: exams, homework, and a project

Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor

Enrollment Limit: 22

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 355 (S) Multivariate Statistical Analysis (QFR)

To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 356 (S) Time Series Analysis (QFR)

Time series--data collected over time--crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including smoothing, ARIMA and state space models, and a foray into the frequency domain. We will emphasize applications to a variety of real data.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on projects, homework, and exams

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 359 (S) Statistical Computing (QFR)

This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 201 or 202 and CSCI 134, 135, or 136

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 30

Enrollment Preferences: Statistics majors

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Shaoyang Ning

STAT 362 (F) Design of Experiments (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll make extensive use of R to work with real-world data.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 346

Enrollment Limit: 30

Enrollment Preferences: seniors/juniors and Statistics majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 365 (F) Bayesian Statistics (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Requirements/Evaluation: homework and exams

Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 368 (S) Modern Nonparametric Statistics (QFR)

Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346, or permission of instructor.

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Spring 2020

LEC Section: 01 R 11:20 am - 2:00 pm M 1:10 pm - 2:25 pm Shaoyang Ning

STAT 372 (S) Longitudinal Data Analysis: Modeling Change over Time (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346

Enrollment Limit: 30

Enrollment Preferences: junior and senior Statistics majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 397 (F) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Richard D. De Veaux

STAT 398 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Richard D. De Veaux

STAT 410 (F) Statistical Genetics (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346 and STAT 360, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Statistics majors, juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Attributes: BIGP Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anna M. Plantinga

STAT 440 (F) Categorical Data Analysis (QFR)

This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 346 and STAT 360

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Requirements/Evaluation: homeworks and projects

Prerequisites: STAT 346 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

STAT 458 (F) Spatio-Temporal Data (QFR)

Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Not offered current academic year

STAT 493 (F) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Richard D. De Veaux

STAT 494 (S) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Richard D. De Veaux

STAT 497 (F) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Richard D. De Veaux

STAT 498 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Richard D. De Veaux

STAT 499 (F)(S) Statistics Colloquium

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

Requirements/Evaluation: delivering a passing talk and participation throughout the year

Prerequisites: Statistics majors must take the colloquium in their senior year

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: non-graded

Distributions: (D3)

Fall 2019

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

Spring 2020

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

Winter Study -----

STAT 10 (W) Interactive Data Visualization

Data visualization is an important means of detecting patterns in data and communicating results to the public. However, if designed poorly, data visualizations can also be ineffective or misleading. Tools for interactive data visualization have become increasingly popular in recent years, giving viewers more autonomy in data exploration. In this course, we will learn techniques for effective data visualization and use these criteria to evaluate visualizations (both static and interactive) in academic publications and in the news. This class will meet about 8 hours per week for lecture and discussion. In addition to participating in class discussions, students will be expected to keep a daily journal, complete short R programming exercises, and create a final project using interactive data visualization tools such as R Shiny.

Requirements/Evaluation: class participation, daily journal, final project and presentation

Prerequisites: some experience in R programming

Enrollment Limit: 15

Enrollment Preferences: preference will be given based on a one-paragraph explanation of the student's interest in the course

Grading: pass/fail only

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Anna M. Plantinga

STAT 11 (W) Introduction to Statistical Analysis of Network Data

Networks are everywhere in our connected world, from social networks like facebook and twitter, to information networks like citation and coauthors, from biological network like neural and ecological networks, to technological networks like internet connection or power grids. In recent years, there has been an explosion of network data. How do we learn and represent information from these data? In this course, you will see examples from different types of networks. We will learn how to organize, visualize and describe network data using proper tools. Additionally, since things are connected in networks, we will also explore statistical methods to overcome this challenge with dependent data. Tentatively course work includes 2-3 class meetings per weeks for lectures and assignments. Students are also expected to read related materials and finish a final project.

Requirements/Evaluation: final project or presentation

Prerequisites: STAT 201 or equivalent

Enrollment Limit: 10

Enrollment Preferences: students with more statistics background and experience with R have priority

Grading: pass/fail only

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Xizhen Cai

STAT 20 (W) The History, Geography and Economics of the Wines of France

The history of wine making in France is long, dating back to the Greeks and later the Romans. Of course, geography and climate play an essential and important role in grape growing. The first areas to be planted were the areas around present day Marseille, (Massalia in Ancient Greece) in Provence, and the areas just north farther up the Rhône river valley. We will briefly survey the history of wine in France from the Romans through the middle ages, the influence of monasteries on wine production, the impact of the French revolution and the evolution of the modern classification system in the 19th century, which is still in place today. We will look at temperature data and study the relationship between temperature change and quality. We will discuss the impact of wine "scorers" such as Robert Parker as his influence on the economics of the French wine market. Finally, we will discuss the role of wine in French cuisine and the importance of wine to French culture. SELECTED REFERENCES [1] Climate, hydrology, land use, and environmental degradation in the lower Rhone Valley during the Roman period, SE Van der Leeuw - Comptes Rendu, Geosciences, 2005, Elsevier [2] The red and the white : a history of wine in France and Italy in the nineteenth century / by Leo A. Loubère ; drawings by Mark Blanton and Philip Loubère Albany : State University of New York Press, 1978 [3] Climate Change and Global Wine Quality, Jones, G. V. White, M. A. Cooper, O. R. Storchmann, K., Climatic Change, 2005, VOL 73; NUMBER 3, pages 319-343. [4] Wine Growers' Syndicalism in the Languedoc: Continuity and Change, Jean Philippe Martin, Sociologia Ruralis, 36,3,1996. [5] The Table Comes First: Family, France, and the Meaning of Food, Adam Gopnik, Knopf, 2011 (Possible required book). [6] Wine and War: The French, the Nazis, and the Battle for France's Greatest Treasure, D. Kladstrup and P. Kaldstrup, Broadway Books, 2002.

Requirements/Evaluation: 10-page paper

Prerequisites: none, but students must be 21 years old

Enrollment Limit: 12

Enrollment Preferences: based on short essay

Grading: pass/fail only

Materials/Lab Fee: \$450 and approximately \$15 for books

Winter 2020

LEC Section: 01 Cancelled

STAT 30 (W) Senior Project: Statistics

To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Richard D. De Veaux

STAT 31 (W) Senior Honors Thesis

Statistics senior honors thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Richard D. De Veaux

STAT 99 (W) Indep Study: Statistics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Richard D. De Veaux

MUSIC (Div I)

Chair: Professor Edward Gollin

- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble; on leave Spring 2020
- M. Jennifer Bloxam, Herbert H Lehman Professor of Music; on leave Spring 2020
- Corinna S. Campbell, Assistant Professor of Music
- Wayne S. Escoffery, Visiting Artist in Residence in Jazz Activities
- Ronald L. Feldman, Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music, Director of the Berkshire Symphony
- Neil K. Freebern, Visiting Artist in Residence in Winds and Director of the Wind Ensemble
- Matthew A. Gold, Artist in Residence in Percussion and Contemporary Music Performance
- Ed Gollin, Chair and Professor of Music
- Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Ensemble
- Marjorie W. Hirsch, Professor of Music
- Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony
- Edwin Lawrence, Artist Associate in Harpsichord, Piano and Organ and Lecturer in Music
- Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika
- Ileana Perez Velazquez, Professor of Music
- Lindsay S. Pope, Visiting Director of Choral/Vocal Activities
- Daniel E. Prindle, Visiting Instructor in Music
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music; on leave Fall 2019
- Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano
- Zachary Wadsworth, Assistant Professor of Music
- Brad Wells, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music; on leave 2019-2020

COURSES AND COURSE-NUMBERING

100-level courses are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100-level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and 104a or 104b) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music.

200-level courses offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. Some 200-level tutorials and writing intensive courses have no prerequisites and do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

300-level courses are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and

analysis.

400-level courses are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

MAJOR

A minimum of ten courses are required for the major, as detailed below.

Four courses in Music Theory and Musicianship to be taken in sequence:

Music 103

Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Improvisation I)

Music 201

Music 202

Three courses in European and American Music History:

Music 231

Music 232

Music 233

Majors may choose to replace a maximum of one of these three specific courses with a course in music history covering aspects of the same period. The courses that may substitute for MUS 231, 232, and 233 are listed below:

Music 231: 163, 164, or 261

Music 232: 165, 166, 236, or 266T

Music 233: 119, 138, 150, 151, 238, 244, 251, 252 or 254

One course in World Music/Ethnomusicology from the following:

[DANC 201 / AFR 201 / MUS 220\(S\)African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)
[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(F\)African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)
[Catalog details](#)

[DANC 330 / AFR 330 / MUS 330Modern Folklore: Postcolonial Dance and Music in Africa](#)

Taught by: [Sandra Burton](#)
[Catalog details](#)

[MUS 111\(F\)Music Cultures of the World](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

[MUS 120 / AFR 113Musics of Africa](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

[MUS 211Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

[MUS 222 / AFR 223\(F\)Politics of Performance/Performing Politics in Contemporary Africa](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

[MUS 225 / AFR 225Musics of the Caribbean](#)

Taught by: [Corinna Campbell](#)
[Catalog details](#)

Two electives:

One must be taken in the senior year and at the 400-level to serve as a capstone course. (The second semester of a year-long honors thesis, MUS 494, will satisfy the 400-level elective requirement.) The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

Composition: A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student's work or analysis of a major 20th century or contemporary work. The student's general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.

Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.

History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1- to 2-page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

LESSONS

Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the lesson commitment. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information, check the Music Department webpage or contact the Department of Music.

STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department.

MUS 101 (F) Listening to Music: An Introduction to the Western Classical Tradition

When you listen to music -- on the radio, on your phone, at a concert -- how much do you really hear? This course refines students' listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music. Attendance at selected concerts on campus is required.

Requirements/Evaluation: a short listening journal, two concert reviews, a quiz, a midterm exam and a final exam

Prerequisites: none; intended for non-major students with little or no formal training in music

Enrollment Limit: 25

Enrollment Preferences: first-years, sophomores and any student who expresses a strong interest in the course

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Marjorie W. Hirsch

MUS 102 (F) Introduction to Music Theory

The course presents an introduction to the materials and structures of music. Through a variety of practical exercises and written projects, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through in-class and prepared singing, keyboard and rhythmic exercises.

Class Format: two weekly lectures

Requirements/Evaluation: written and practical quizzes, projects, participation, and a final exam

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: first-year students

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Zachary Wadsworth

MUS 103 (F) Music Theory and Musicianship I

MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and reading proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of MUS 103 to determine if a student requires any additional work to complement and fortify course work during the early weeks of the semester, or whether placement in MUS 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. MUS 103 and 104 are required for the music major. MUS 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825). The course explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of vocal canons.

Class Format: lecture two days a week and a conference meeting one day a week; ear training/keyboard/ skills lab meeting twice a week

Requirements/Evaluation: weekly written work, written and keyboard quizzes, and midyear and final projects

Enrollment Limit: 24

Enrollment Preferences: first-years, potential Music majors, and those with strong musicianship backgrounds

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Ed Gollin

LAB Section: 02 MWF 9:00 am - 9:50 am Daniel E. Prindle, Edwin I. Lawrence, Ed Gollin

LAB Section: 03 MWF 10:00 am - 10:50 am Daniel E. Prindle, Edwin I. Lawrence, Ed Gollin

LAB Section: 04 MWF 11:00 am - 11:50 am Daniel E. Prindle, Edwin I. Lawrence, Ed Gollin

MUS 104 (S) Music Theory and Musicianship I

Music 104a continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104a further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects

include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week

Requirements/Evaluation: weekly written work, written and keyboard quizzes, and midterm and final projects

Prerequisites: MUS 103

Enrollment Limit: 24

Enrollment Preferences: first-years, potential or declared Music majors, and those with strong musicianship backgrounds

Expected Class Size: 21

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104b; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

Spring 2020

LEC Section: A1 TR 11:20 am - 12:35 pm Zachary Wadsworth

LAB Section: A2 MWF 9:00 am - 9:50 am Edwin I. Lawrence, Daniel E. Prindle

LAB Section: A3 MWF 10:00 am - 10:50 am Edwin I. Lawrence, Daniel E. Prindle

LAB Section: A4 MWF 11:00 am - 11:50 am Edwin I. Lawrence, Daniel E. Prindle

MUS 104 (S) Jazz Theory and Improvisation I

Cross-listings: MUS 104 AFR 212

Primary Cross-listing

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

Requirements/Evaluation: weekly assignments, (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

Enrollment Limit: 15

Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 104 (D1) AFR 212 (D2)

Attributes: EXPE Experiential Education Courses

Spring 2020

SEM Section: B1 Cancelled

LAB Section: B2 Cancelled

LAB Section: B3 Cancelled

LAB Section: B4 Cancelled

MUS 110 (F) Electronic Music Genres, a Creative Approach

In this course, students will study the theoretical and practical fundamentals of audio technology and MIDI production. They will use applications such as Ableton Live and Max/MSP in order to create their own electronic music compositions. Electronic Music genres and aesthetics such as acousmatic music, House (Afro, Latin progressive, swing, tech), disco, electronic rock, electronica, acid jazz, and hip hop will also be explored during the students' weekly projects. In their composition projects, Students will be encouraged to mix different styles of music creating fusion. This class will include instruction on interactive composition for students interested in live performance of their music, and sound processing in real time. Students can bring their own acoustic or electronic instruments to class sessions to learn how to process their sounds in real time using Ableton Live and Max/MSP, although bringing an instrument is not required.

Requirements/Evaluation: four fusion composition projects and weekly presentation of students mini-projects based on student research of styles chosen for their fusion projects

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Music majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ileana Perez Velazquez, Neil Leonard

SEM Section: 02 M 7:00 pm - 9:40 pm Neil Leonard

MUS 111 (F) Music Cultures of the World (DPE)

This course introduces a variety of musical traditions from around the world, from highlife and hip hop in Ghana to Balinese Gamelan and Indian classical genres. Students will develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: combined with discussion and workshops

Requirements/Evaluation: class attendance and participation, regular short writing assignments and projects, and a final paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

Attributes: MUS World Music/Ethnomusicology

Fall 2019

MUS 119 (S) Popular Music: Revolutions in the History of Rock

This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on two tests, two papers, and a final exam

Prerequisites: no musical background assumed

Enrollment Limit: 40

Enrollment Preferences: random selection

Expected Class Size: 40

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 120 (S) Musics of Africa

Cross-listings: MUS 120 AFR 113

Primary Cross-listing

This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democratic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical chants, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.

Class Format: discussion

Requirements/Evaluation: grade based on a listening journal, bi-weekly short assignments, a final paper, and class participation

Prerequisites: no prerequisites: prior musical background is not essential for this class

Enrollment Limit: 20

Enrollment Preferences: current or prospective Music majors and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 120 (D1) AFR 113 (D2)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Not offered current academic year

MUS 138 (S) Introduction to Twentieth-Century Music

Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended

and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve-tone techniques, neoclassicism, electronic and computer music, stochastic music, minimalism, and neoromanticism. We will also consider the music of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weill, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Górecki, Glass, Gubaidulina, and Tower.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a series of quizzes, projects, short papers, and performance reports; quizzes will include listening and identifying examples

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: juniors, seniors, Music majors and potential majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 141 (F) Opera

Cross-listings: THEA 141 MUS 141

Primary Cross-listing

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 141 (D1) MUS 141 (D1)

Not offered current academic year

MUS 143 (S) The Symphony

This course traces the European symphonic tradition from the late eighteenth century through the mid-twentieth century, focusing on works by Mozart, Haydn, Beethoven, Berlioz, Liszt, Mendelssohn, Schumann, Brahms, Dvorak, Mahler, Strauss, and Shostakovich. We will examine developments in musical form and harmony, social contexts for listening, and contemporary aesthetic debates about the nature of genius, the idea of musical tradition, and the narrative capacity of instrumental music.

Class Format: lecture/discussion

Requirements/Evaluation: students will be evaluated on three 3- to 5-page essays, two exams, and short weekly assignments, ability to read music not required

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 149 (S) The Language of Film Music

Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced YouTube videos. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Micachu, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

Class Format: discussion

Requirements/Evaluation: assignments, quizzes, midterm essay, final creative project; midterm and final will also involve viewing/listening

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: given to juniors and seniors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Zachary Wadsworth

MUS 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Primary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

MUS 151 (F) History of Jazz

"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."--(Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental-influence) and cultural connections (jazz as cold war propaganda, jazz as protest music) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.

Requirements/Evaluation: class participation including regular reading and listening assignments; concert attendance; mid-term and final exam, one paper, and one final project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

MUS 163 (S) Bach

Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well as develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. Along the way we will also consider Bach's legacy in the 19th and 20th centuries.

Class Format: discussion

Requirements/Evaluation: class participation, a listening diary, one 8- to 10-page paper, 4 mini-quizzes, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 164 (F) Bach and Handel: Their Music in High Baroque Culture

This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's *Brandenburg Concerti* and *Mass in B-minor*, and Handel's opera *Giulio Cesare* and *Water Music Suite* are just a few of the works to be discussed and enjoyed.

Class Format: discussion, two meetings per week, and a field trip may be required

Requirements/Evaluation: participation, two papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am M. Jennifer Bloxam

MUS 165 (F) Mozart

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father Leopold, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Class Format: discussion

Requirements/Evaluation: class participation, listening quizzes, two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Marjorie W. Hirsch

MUS 171 (S) Music and Spirituality: Cross-Cultural Perspectives

Cross-listings: MUS 171 REL 171

Primary Cross-listing

How does the sacred sound? Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music reflect and produce spiritual experience? This team-taught course will take a comparative approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, music and dance in spiritual practice, and the role of

music created in the face of death and its aftermath. Working from both musicological and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the body in spiritual experiences with music. Our comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen.

Requirements/Evaluation: class participation; class journal; presentation with annotated bibliography; ethnographic field study; final project with presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music, religion, and/or anthropology/sociology

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 171 (D1) REL 171 (D1)

Not offered current academic year

MUS 174 (F) The Singing Voice: Structure, Styles and Meaning

What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, and belting, among other styles, and will explore the cultural and historical contexts of each.

Class Format: studio/discussion

Requirements/Evaluation: one quiz, two papers, and a final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 175 (F) Sound Art, Public Music

Cross-listings: MUS 175 ARTS 273

Primary Cross-listing

Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces--from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno and John Luther Adams, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.

Requirements/Evaluation: class participation, three short (2- to 4-page) essays, a response journal and the creation of four public music works

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: ARTS elective

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 175 (D1) ARTS 273 (D1)

Not offered current academic year

MUS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 178 (F) Music and Politics

Cross-listings: PSCI 178 MUS 178

Primary Cross-listing

This course examines how musical sound and musical discourse change, enable, and inhibit citizen formation and the functioning of a well-ordered society. We will take a very wide definition of "politics," as music can have political meaning and effects far beyond national anthems and propaganda. For instance, musical sound is often read as a metaphor for political structures: eighteenth-century commenters pointed out that string quartets mirrored reasoned, democratic discourse, and twentieth-century critics made similar arguments about free jazz. Beliefs about music can serve as a barometer for a society's non-musical anxieties: Viennese fin-de-siècle critics worried that the sounds and stories of Strauss's operas were causing moral decline, an argument that should be familiar to anyone who reads criticism of American popular music. Finally, a pervasive strand of Romantic thought holds that (good) music, by its nature, is apolitical--what might it mean to deny social relevance to an entire field of human expression? We will read classic philosophical texts on art and politics by Schiller, Kant, Schopenhauer, Marx, Adorno, and others, and pair them with contextual studies of

works of Western classical music from the last two hundred years and popular music of the last hundred years.

Class Format: tutorial

Requirements/Evaluation: Students will be expected to write a 5-7 page paper every other week, and submit written comments on their tutorial partner's paper in off weeks.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 178 (D1) MUS 178 (D1)

Not offered current academic year

MUS 201 (F) Music Theory and Musicianship II

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Class Format: twice a week plus aural skills lab meetings

Requirements/Evaluation: homework, theory quizzes, analysis papers, compositional projects, final project, class attendance, preparation, participation, and on the results of the lab portion of the class (sight singing and ear training)

Prerequisites: MUS 104

Enrollment Limit: 12

Enrollment Preferences: Music majors and potential Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Ileana Perez Velazquez

LAB Section: 02 F 12:00 pm - 12:50 pm Daniel E. Prindle

MUS 202 (S) Music Theory and Musicianship II

Music 202 explores the techniques of post-tonal composition and the theoretical and analytical tools developed to describe the contextually defined features of twentieth- and twenty-first-century music. Topics will include set theory, serial techniques, referential collections, new rhythmic and metric techniques, form in post-tonal music, and the intersection of tonal and contextual structure.

Class Format: two lecture meetings and one aural skills lab meeting per week

Requirements/Evaluation: quizzes, analysis and composition assignments, a final analysis project and presentation, and aural skills participation and performance

Prerequisites: MUS 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Music majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Ed Gollin

LAB Section: 02 MWF 12:00 pm - 12:50 pm Daniel E. Prindle

MUS 204 (S) Jazz Theory and Improvisation II

Cross-listings: MUS 204 AFR 214

Primary Cross-listing

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

Class Format: two weekly seminar meetings, alternating between theory and performance sessions

Requirements/Evaluation: weekly compositional, analysis, transcription or performance exercises and final transcription project

Prerequisites: MUS 104b or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 5-8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 204 (D1) AFR 214 (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 205 (F)(S) Composition I

Beginning courses in musical composition. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Requirements/Evaluation: quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 202 (may be taken concurrently) or permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

MUS 206 (F)(S) Composition II

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.

Requirements/Evaluation: quality and timeliness of composition projects, attendance, and class participation

Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

MUS 207 (S) Jazz Improvisation

This class is for the intermediate and advanced player with {some} experience improvising. The goal is to build on each student's existing improvisational abilities, and the coursework will be somewhat tailored to the needs of the students enrolled. Students will study intermediate and advanced concepts for improvisation and learn the essentials of the jazz language through solo transcription and analysis. There will be time spent learning important jazz compositions and a focus on using improvisational devices and techniques learned in class on these compositions. Much of class time will be spent playing through exercises and patterns, playing ideas in twelve keys and implementing the learned class material into solos over standard jazz compositions.

Class Format: combining theory and performance

Requirements/Evaluation: completion of two to three solo transcription assignments, composition assignments, and short quizzes

Prerequisites: some experience improvising in jazz contexts on a pitched instrument, a basic understanding of jazz nomenclature

Enrollment Limit: 19

Enrollment Preferences: Music majors and Jazz Ensemble members

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Wayne S. Escoffery

MUS 210 (S) Music Technology I

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Requirements/Evaluation: weekly assignments, a midterm exam, a final paper and two composition projects

Prerequisites: MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable

Enrollment Limit: 8

Enrollment Preferences: Music majors and those planning to major

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Ileana Perez Velazquez

MUS 211 (S) Music, Nationalism, and Popular Culture (DPE)

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Class Format: discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: upperclass students and Music majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS World Music/Ethnomusicology

Not offered current academic year

MUS 220 (S) African Dance and Percussion

Cross-listings: AFR 201 DANC 201 MUS 220

Secondary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of cultural shifts in generations. Lamban was created by the Djeli, popularly called Griots who historically served many roles in traditional society from the Kingdom of Ghana and Old Mali spanning the 12th-current centuries. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it was created and practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. Both of these forms are enduring cultural practices while Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth at the end of the 1950s. This course can be taken for academic and/or PE credit

Class Format: class hours will be divided among research and discussion of the dance, percussion, and music of two forms, as well as physical learning and group projects; also includes field trips to view an area performance and the archives at Jacob Pillow

Requirements/Evaluation: discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus-based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 201 (D2) DANC 201 (D1) MUS 220 (D1)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2020

STU Section: 01 TF 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

MUS 221 (F) African Dance and Percussion

Cross-listings: AFR 206 MUS 221 DANC 202

Secondary Cross-listing

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

Class Format: class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

Requirements/Evaluation: a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have taken DANC 100 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 206 (D2) MUS 221 (D1) DANC 202 (D1)

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

STU Section: 01 TF 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

MUS 222 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Primary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, rāï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 225 (S) Musics of the Caribbean

Cross-listings: AFR 225 MUS 225

Primary Cross-listing

From witty and politically charged calypsos to soulful bachatas, from folkloric displays that advertise a country's cultural diversity to ritual performances that facilitate communication with the spirit world, the music of the Caribbean is astonishingly diverse, both sonically and in its social application. This course serves as an introduction to a wide spectrum of Caribbean music in its broader social and historical context. Through engaging with audio and video sources, readings, performance exercises and workshops, students will learn to identify distinguishing features associated with particular countries and regions, while also exploring the sounds and musical structures that are shared between them. Featured genres include reggae, steel pan, calypso, zouk, Maroon music from Suriname and Jamaica, chutney, salsa, merengue and music from Haitian Vodou and Cuban Santería religions. Interlaced with discussion of musical genres and innovative musicians are a number of central questions about the social role of music within the region: How has slavery and colonial enterprise shaped the musical landscape of the Caribbean? How do the realms of sacred and secular performance relate to each other? What role does tourism and global circulation play in influencing musical tastes and practices? Finally, how do music and dance interconnect?

Class Format: lecture

Requirements/Evaluation: class participation, multimedia project, midterm paper, intermittent short assignments, final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Music majors and Africana Studies or Latina/o Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 225 (D1) MUS 225 (D1)

Attributes: AFR Core Electives MUS World Music/Ethnomusicology

Not offered current academic year

MUS 231 (F) Music in History I: Bach and Before

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Class Format: discussion, two meetings per week, and a field trip may be required

Requirements/Evaluation: in-class and online discussion participation, two papers, and midterm and final exams

Prerequisites: ability to read music; open to qualified non-majors with the permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Music majors and those planning to major

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for Music majors

Distributions: (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm M. Jennifer Bloxam

MUS 232 (S) Music in History II: Classical and Romantic Music

This course explores the development of western classical music from 1750-1900 through the study of works by Mozart, Beethoven, Schubert, Schumann, Chopin, Verdi, Wagner, Tchaikovsky, Brahms, Mahler, and others. Composers' styles will be examined in conjunction with Classical and Romantic aesthetics. Topics for discussion include the changing role of music and musicians in society, music and narrative, music and philosophy, operatic traditions, and musical nationalism.

Class Format: discussion

Requirements/Evaluation: class participation, two papers, class presentations, a midterm, and a final exam

Prerequisites: ability to read music

Enrollment Limit: 15

Enrollment Preferences: Music majors, or those planning to major

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for Music majors; Music majors may not take MUS 232 as pass/fail or 5th course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Marjorie W. Hirsch

MUS 233 (F) Music in History III: Musics of the Twentieth Century

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Class Format: discussion, two days per week

Requirements/Evaluation: class participation, two papers, a midterm, and a final exam

Prerequisites: ability to read music

Enrollment Limit: 15

Enrollment Preferences: Music majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: required course for Music majors

Distributions: (D1)

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Nicholas Brooke

MUS 238 (F) Music in Modernism

The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Class Format: discussion

Requirements/Evaluation: three papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required; students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 247 (S) Music for Theater Production

Cross-listings: THEA 247 MUS 247

Primary Cross-listing

Music written to accompany or to "point up" the action or mood of a dramatic performance on stage can be traced to Ancient Theater. Are the labels of incidental and background music appropriate or patronizing for this genre? What is the difference between the composition of "incidental music" and sound designing? How does creating music to accompany a play differ from writing concert music or music for film, ballet, opera, or musical theater? What makes for effective incidental music? How does the music interact with the spoken drama? Students will discuss music composed for selected plays and will compose music for a scene of a play drawing upon pre-existing works, or creating their own. Format: tutorial. During the first and last weeks of the semester, students will attend two group classes. In the other weeks, students will meet with the instructor in pairs for a one-hour session. Students will write and present a 5- to 6-page paper every other week and a 1- to 2-page response to their partner's paper in the alternate

weeks.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five papers/presentations, and five responses

Prerequisites: ability to read music and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Music and Theater Majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 247 (D1) MUS 247 (D1)

Not offered current academic year

MUS 252 (F) Introduction to the Music of John Coltrane

Cross-listings: AFR 242 MUS 252

Primary Cross-listing

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial listening and reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Requirements/Evaluation: in-class participation including small quizzes, midterm, class presentation, and final paper

Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: musically literate students and Music majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 242 (D1) MUS 252 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Kris Allen

MUS 254 (F) Bebop: The (R)evolution of Modern Jazz

Cross-listings: MUS 254 AFR 254

Primary Cross-listing

In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop's most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study and guided listening assignments, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and its evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

Requirements/Evaluation: weekly reading, listening, short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Music majors, Jazz Ensemble members, Africana Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 254 (D1) AFR 254 (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

MUS 261 (S) The Saint and the Countess: Lost Voices of Medieval Women

Cross-listings: WGSS 261 MUS 261

Primary Cross-listing

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Requirements/Evaluation: several short papers and presentations, and a final project and presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 261 (D1) MUS 261 (D1)

Not offered current academic year

MUS 271 (F) Sonic Art

Cross-listings: ARTS 271 MUS 271

Primary Cross-listing

The course explores sound art through research and hands-on creative projects. Students will create original sound works, working collaboratively with partners from complementary disciplines. Precedents for sound installation, sonic pavilions, sound performance and artist-made instruments will be reviewed. Example works include texts on an ancient Greek Chythonic cult, instruments created by contemporary Brazilian transdisciplinary artists, the collaborative group Experiments in Art and Technology (E.A.T.) as well as works by artists showing at Mass MoCa and Documenta 14.

Requirements/Evaluation: presentation of students mini projects (20%), four artistic projects (20%)

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: students with either Studio Art or Music experience

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 271 (D1) MUS 271 (D1)

Fall 2019

SEM Section: 01 Cancelled

MUS 272 (S) Music and Meaning (WS)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"--patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we glean the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: during the first and last weeks of the semester, students will attend two group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour session at a mutually convenient time

Requirements/Evaluation: students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses

Prerequisites: ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions, comments on the papers, and opportunities for revision, the course will place strong emphasis on developing students' critical thinking and writing skills.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Marjorie W. Hirsch

MUS 275 (F) Shakespeare through Music

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies *Romeo and Juliet* and *Othello*, and the comedy *Midsummer Night's Dream*--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including

composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

Requirements/Evaluation: each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: second-year students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

MUS 276 (F) Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

MUS 278 (F) Carmen, 1845 to Now

Cross-listings: WGSS 248 MUS 278

Primary Cross-listing

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*.

Class Format: after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week

Requirements/Evaluation: each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation

Prerequisites: none; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 248 (D2) MUS 278 (D1)

Not offered current academic year

MUS 279 (S) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm W. Anthony Sheppard

MUS 280 (S) Dancing the Score/Scoring the Dance

Cross-listings: MUS 280 DANC 280

Primary Cross-listing

This course is designed for students interested in intensive collaborative composition work in dance and music. Students in dance will be paired with students in music; both students will be supported in creating in collaboration by practicing composition in their respective disciplines while working closely with each other in a structured, intimate setting. Any genre or style of music or dance may be explored. Projects will allow students to practice methodologies of collaboration and creation. Groups will evolve, and document procedures unique to their group. Students are expected to rigorously build upon and revise their work(s) by making active use of feedback sessions. Studying historic and contemporary dance and music collaborations in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in feedback sessions, identifying to the group what the next steps are, written reflection on sessions, and final showing will be required. Creating in collaboration trains students to articulate vision and intention while enabling the instructors to differentiate their aesthetic values from those of the students. It also trains students to

collaborate with other disciplines during the creative process. The format allows class members to receive undivided focus on their processes, while also challenging them to assess their own abilities, create their own next steps, and discover how movement can inspire music as well as music inspiring dance. This tutorial provides a crucial central aspect of the creative arts: a space for ongoing feedback driven by the questions arising for the students, rather than specific aesthetic preferences or working practices. Investment in the work of one's group is central, sharing responsibility for the development of others' as well as one's own work.

Class Format: each student choreographer will work with a student composer; they will share responsibility choosing, creating, developing, completing, and presenting their projects

Requirements/Evaluation: 10% class participation, 20% written assignments, 70% composition assignments

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: composition students and student choreographers

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 280 (D1) DANC 280 (D1)

Not offered current academic year

MUS 281 (F)(S) Individual Vocal and Instrumental Instruction

Individual vocal or instrumental lessons offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade. (Note: if partial credit music lessons are taken pass/fail, they do not count as one of the three pass/fail options available to students for regular semester courses.) Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons are given at the discretion of the instructor. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 10 lesson commitment. To register for the course, a student must first contact the appropriate teacher; they may do this using the inquiry form on the Music Department website at <https://music.williams.edu/courses/#individual-vocal-and-instrumental-instruction>. There is no registration via Williams Student Records. Students will be reassigned to course numbers 281-288 based on the number of semesters of instruction already taken in one particular section. Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello, 03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 26 Euphonium, 27 Tuba, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liuqin/Pipa, 39 Zhongruan

Requirements/Evaluation: lesson preparation, public performance, and progress throughout the semester

Prerequisites: permission of the individual instructor; enrollment limits apply to each section based upon studio space and student qualifications

Grading: yes pass/fail option, half credit fifth course option

Distributions: No divisional credit

Fall 2019

LSN Section: 01 TBA Ed Gollin

Spring 2020

LSN Section: 01 TBA Ed Gollin

MUS 291 (F)(S) Chamber Music Workshop

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Music Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching sessions during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a

weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented. For students in continuing departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester. To register for the course, a student must contact the Chamber Music Performance Coordinator, and fill out a registration contract to be signed by the Coordinator, the coach, and the student.

Requirements/Evaluation: preparation for weekly coachings

Prerequisites: permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability

Enrollment Preferences: more advanced students, to be determined by audition as necessary

Grading: yes pass/fail option, half credit fifth course option

Unit Notes: students should register for 291 for their first semester enrolled in this course and should use the numbers 292-298 for subsequent semesters; registration is through the Music department

Distributions: No divisional credit

Fall 2019

LSN Section: 01 TBA Ed Gollin

Spring 2020

LSN Section: 01 TBA Ed Gollin

MUS 301 (F) Modal Counterpoint

Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices--exercises that develop discipline in polyphonic writing, hearing, and thinking. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music of Palestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Corelli, Bach, Brahms and Debussy. The species exercises will lead to a final composition project, such as the emulation trio sonata in seventeenth-century style.

Requirements/Evaluation: written exercises and emulation projects

Prerequisites: MUS 103 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Music majors and those with previous music theory training

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 307 (F)(S) Composition III

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

MUS 308 (F)(S) Composition IV

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: MUS 205, 206 and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Ileana Perez Velazquez

MUS 309 (S) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed

Requirements/Evaluation: project based 4-5 compositions/arrangements

Prerequisites: MUS 104B and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: MUS 104B or recommendation of instructor

Expected Class Size: 3-5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

MUS 327 (S) Sounds and Pressures: Music in the 1970s Caribbean

Cross-listings: MUS 327 HIST 342 AFR 327

Secondary Cross-listing

For the Caribbean the 1970s was a decade of cultural excitement and political tragedy. 1960s radical consciousness contributed to rapidly changing music styles that formed by the early seventies and blossomed on the world stage as the decade progressed. This was the period when Jamaican Reggae, Haitian Konpa, and Spanish Caribbean Salsa, asserted their presence in the mainstream. But the countries that birthed these popular music forms were locked in political crisis. In Jamaica, political violence escalated, Haiti faced a brutal dictatorship and Cuba was caught in the midst of Cold War strain. A common response to these challenges was massive emigration from the Caribbean to the United States. This course will examine the music produced in the 1970s Caribbean and its relationship to the forces of migration, national politics, and inter-regional contact. After a background on Cuban and Haitian music, the course will give greatest focus to Jamaican politics its relationship with Reggae, which reached further than any other Caribbean music form in the 1970s. It will explore the journeys of the music as it accompanied and oftentimes preceded the arrival of large numbers of Caribbean immigrants. In the process, the US imaginary of the Caribbean was reshaped by the popularization of Caribbean commercial music.

Requirements/Evaluation: class participation, 3-4 short papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: AFR concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 327 (D2) HIST 342 (D2) AFR 327 (D2)

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew J. Smith

MUS 330 (S) Modern Folklore: Postcolonial Dance and Music in Africa

Cross-listings: DANC 330 AFR 330 MUS 330

Secondary Cross-listing

"Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old." --Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950's-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final projects

Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors

Enrollment Limit: 14

Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: occasional fees to attend concerts; fee range free-\$35

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 330 (D1) AFR 330 (D1) MUS 330 (D1)

Attributes: MUS World Music/Ethnomusicology

Not offered current academic year

MUS 352 (F) Interplay: Collaborative Traditions in Jazz

"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a point of departure"- Ingrid Monson, *Saying Something*. Collaboration gives birth to specific musical moments, shapes the dramatic arc of whole pieces and performances, and is the foundation out of which the styles and larger artistic identities of individuals and groups arise. This class is an opportunity for advanced students of jazz music to investigate the uniquely collaborative nature of jazz language assimilation and communication. Participants will transcribe and analyze examples of musical interplay from the recorded works of the Miles Davis Quintet of the 1960's, the John Coltrane Quartet of the 1960's, and other notable jazz ensembles. They will also undertake a thorough profile of a modern-day ensemble, including a performance-based

final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzler among others will serve to broaden our discussions as we examine the ideas of musical collaboration and group identity through social and commercial lenses.

Class Format: tutorial

Requirements/Evaluation: an assortment of weekly writing/listening/transcription/analysis/composition/performance projects

Prerequisites: advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested

Enrollment Limit: 10

Enrollment Preferences: Music majors, jazz ensemble members

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

MUS 381 (S) Choral Conducting

Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

Class Format: coaching sessions

Requirements/Evaluation: regular conducting assignments and final projects

Prerequisites: MUS 103 and 104

Enrollment Limit: 6

Enrollment Preferences: upperclass students

Expected Class Size: 4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 382 (F) Orchestral Conducting

This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course includes instrument demos, conducting videos and a trip to audit a private Boston Symphony rehearsal at Symphony Hall in Boston.

Class Format: lab

Requirements/Evaluation: class participation, regular conducting assignments, midterm and final projects

Prerequisites: membership in a Music Department ensemble preferred, permission of instructor

Enrollment Limit: 6

Enrollment Preferences: Music department ensemble members/upperclass students

Expected Class Size: 2-4

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Ronald L. Feldman

MUS 391 (F)(S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended for music majors; students must obtain the application and registration forms from the Music Department Office

Grading: no pass/fail option, no fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Ed Gollin

Spring 2020

IND Section: 01 TBA Ed Gollin

MUS 392 (F)(S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Grading: no pass/fail option, no fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Ed Gollin

Spring 2020

IND Section: 01 TBA Ed Gollin

MUS 471 (S) Timbre

Timbre is central to the experience of all music and often enables us to identify styles and cultures nearly instantaneously. However, timbre is not commonly discussed in detail since our technical vocabulary for describing this musical element has been comparatively limited. Our work in this seminar will involve readings in music theory and history, ethnomusicology, and cognitive studies as well as in the emerging field of sound studies as

we attempt to define timbre, explore its manifestations in a wide variety of music, and develop an analytical approach and descriptive vocabulary tooled specifically to this musical element. We will consider how composers and performers of both art and popular musics have wielded timbre as an expressive device and how technology may allow us to analyze details of timbral performance and perception. We will investigate the relationship between timbre and orchestration, from the rise of Haydn's orchestra to the Klangfarbenmelodie of Schoenberg. We will consider extremes of timbral distortion in both vocal and electric guitar effects in rock music as well in such traditions as Korean p'ansori and will explore various forms of speech music and the work of composers of spectral music to expand our case studies. Finally, our own experiments with timbral effects will bring our seminar to bear on our musical performance.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on papers, presentations, and class participation

Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 are also recommended.

Enrollment Limit: 10

Enrollment Preferences: senior Music majors, junior Music majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

MUS 472 (S) Bach's Legacy

How have composers after Bach engaged with his legacy? This seminar will trace the course of the Classical and early Romantic period "Bach Revival" through Mozart, Beethoven, Mendelssohn, and Clara and Robert Schumann, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will test critical conceptual frameworks offered by David Lowenthal's "The Past is a Foreign Country" and Harold Bloom's "The Anxiety of Influence," using them as lenses through which to view contemporary classical composers' Bach-inspired creations, ranging from Schoenberg and Webern through Sophia Gubaidulina, George Crumb, and David Lang. Finally, we will consider both the musical techniques and meanings of reworkings and quotations of Bach's music in film, jazz and popular music.

Requirements/Evaluation: several papers totaling at least 20 pages, presentations, and class participation

Prerequisites: MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents); MUS 201-202 and MUS 231 and/or 233 highly recommended

Enrollment Limit: 12

Enrollment Preferences: junior and senior Music majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

MUS 473 (S) Process Music

The course explores process music--music organized by the unfolding of various mathematical or mechanistic procedures--as defined by Steve Reich's "Music as Gradual Process." The seminar centers upon Reich's process music, placing it in the context of its intellectual and musical precursors, the process and minimalist music of his contemporaries, and the subsequent generations of composers who built on Reich's foundation. The course will develop analytical tools to both define the processes that composers use in their music and to explore the particular relation between the musical materials (melodic, rhythmic) a composer chooses and the processes to which those material are subject. Reich's process music and its techniques will serve as both a lens and mirror to examine and reflect upon precursor repertoires, including the contrapuntal music of Bach, isorhythmic motets of the middle ages and their cyclic counterparts in the music of Messiaen, serial procedures of the 1950s, and Ghanaian ensemble drumming. Contemporary musicians/composers to be explored as lecture topics and student projects will include Riley, Glass, Tenney, Lang, Tom Johnson, and Radiohead.

Class Format: weekly 3-hour meeting

Requirements/Evaluation: analysis and composition projects, and a final paper

Prerequisites: MUS 202

Enrollment Limit: 12

Enrollment Preferences: Music majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

MUS 474 (S) Music and Corporeality (WS)

Music is often said to derive its own special quality from the fact that it exists outside of visual representation and is not contained within a physical form, yet musical sound and practice are created through and act upon bodies in numerous ways. This course aims to address how music and bodies shape and respond to one another. Drawing from sources across musical sub-disciplines and extending to fields including cognitive science, sound studies, performance studies, and anthropology, we will follow four lines of inquiry related to music and corporeality: Embodied practices: techniques and pedagogies in performance and in listening (including praxis [Bourdieu], Deep Listening [Oliveros, Becker], Alexander Technique); Music's physical effects and affects: pleasure and pain, the vocalic body [Bonefant, Connor], cognitive processes; Ideological moves: questioning the universality of music and of bodies (including works by Blacking, Miller, and Geurts); Music and bodies at their limits: cyberfeminism, futurism, disembodiment, ecstasy, questions of artificiality/virtuality. Musical examples will be drawn from classical and popular sources from Euro/American idioms and beyond, predominantly from the late 20th and 21st centuries.

Requirements/Evaluation: midterm project, final paper (including rough draft and final copy) and presentation, intermittent 1- to 3-page papers and exercises

Prerequisites: familiarity with music terminology and the ability to read music notation is expected; questions can be directed to the instructor

Enrollment Limit: 12

Enrollment Preferences: senior and junior Music majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course culminates in a final presentation and paper, meant to showcase the student's critical achievements, including their ability to formulate and substantiate their argument. Assignments and exercises throughout the course are aimed at honing students' ability to write and present effectively.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Corinna S. Campbell

MUS 491 (F)(S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Ed Gollin

Spring 2020

IND Section: 01 TBA Ed Gollin

MUS 492 (F)(S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

Class Format: individual instruction

Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

Enrollment Preferences: intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Ed Gollin

Spring 2020

IND Section: 01 TBA Ed Gollin

MUS 493 (F) Senior Thesis: Music

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Prerequisites: permission of department

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Ed Gollin

MUS 494 (S) Senior Thesis: Music

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

Prerequisites: permission of department

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Ed Gollin

MUS 497 (F) Independent Study: Music

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Ed Gollin

MUS 498 (S) Independent Study: Music

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Ed Gollin

Winter Study -----

MUS 11 (W) The World and Wes Anderson

Among commercially successful filmmakers of the new millennium, Wes Anderson has cultivated one of the most strongly recognizable styles. Focusing on Anderson's films, this course will build an intimate knowledge of Anderson's personal style while also deeply exploring broader topics like filmmaking techniques and narrative structures. It will also use these films as a jumping-off point for discussions about the broad network of influences and outside references found therein, including visual art, interior design, film history, music history, political history, celebrity, philosophy, typography, and the environment. Importantly, the course will also ask questions about representation and identity in Anderson's work. Three weekly class meetings will consist of lecture, discussion, group viewing sessions, and student presentations. Outside of the classroom, students will be expected to read articles, watch videos, complete an Anderson-inspired creative project, and write a medium-length essay. No previous experience studying film or music is required.

Requirements/Evaluation: creative project, presentation, short paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will go to students who have taken courses about film in any department

Grading: pass/fail only

Materials/Lab Fee: approximately \$45 for books

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Zachary Wadsworth

MUS 13 (W) Javanese Gamelan Ensemble

The Gamelan Ensemble performs classical music from Central Java, Indonesia. Javanese Gamelan is a vibrant tradition of gong-chime music that incorporates unique tuning systems, intricate melodies, lively rhythms, and flexible interaction among musicians. Students will gain valuable musicianship skills, enhanced musical memory, and have the opportunity to learn several different instruments over the course of the term. The group will play on a beautiful gamelan set crafted by Tentrem Sarwanto, a renowned Javanese gong-smith. The course culminates in a final noontime concert and a brief essay on Javanese music. Adjunct Instructor Bio: Phil Acimovic studied Javanese Gamelan in Surakarta, Indonesia with the support of two Darmasiswa scholarships. He is a student of Bp. Wakidi Dwidjomartono and Bp. Darsono Hadiraharjo, and formerly directed gamelans at UC Davis, UC Santa Cruz, and the Mynah Music School. He regularly performs with gamelan groups across the northeast. Acimovic is also a composer of modern classical music.

Requirements/Evaluation: concert and short essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to graduating seniors and upperclass students

Grading: pass/fail only

Winter 2020

LEC Section: 01 Cancelled

MUS 14 (W) Experimental Music: Species, Monsters, and Things Artificial

Cross-listings: PHYS 14 MUS 14

Secondary Cross-listing

In this project-based course we will make rooms into resonant instruments, create topographies of sound through interference patterns, and temper our tastes through chance procedures. We will study the tradition of North American experimental music through listening, performing, composing, and reading. Students will complete audio editing assignments in the software *Reaper* and carry out composition/performance projects. Listening and reading will be assigned for most class meetings. For the final project students will make a piece of experimental music. "If this word 'music' is sacred and reserved for 18th- and 19th-century instruments, we can substitute a more meaningful term: organization of sound." So wrote John Cage in 1937, voicing the new attitude of the experimental music tradition. In this class we explore the expanded field of the modes of intervention into the flux of sound. Adjunct Instructor Bio: Daniel Fox is a composer and a mathematician based in New York City. His writing has appeared in *Hyperallergic*, *Van Magazine*, *Perspectives of New Music*, and *Transactions of the American Mathematical Society*. His compositions have been performed by the Jack Quartet, Mivos Quartet, Talea Ensemble, Miranda Cuckson, and Contemporaneous. His doctoral dissertation is on the role of acoustic resonance in American experimental music. His website is thoughtstodefinite.com.

Requirements/Evaluation: short technical assignments, two mid-term projects, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$20

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 14 MUS 14

Winter 2020

LEC Section: 01 Cancelled

MUS 15 (W) Contemporary American Songwriting

Cross-listings: MUS 15 AMST 15

Primary Cross-listing

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock,

blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Singer/Songwriter Bernice Lewis has been teaching her Winter Study Course on performing and songwriting since 1995. She is also a published poet, a producer, and a sought after coach. She holds an M.Ed from the University of Massachusetts in Amherst.

Requirements/Evaluation: final performance and a 2- to 3-page paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 15 AMST 15

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Bernice Lewis

MUS 16 (W) Zimbabwean Music Collaboration

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: quick audition

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MW 10:00 am - 12:50 pm Tendai Muparutsa

MUS 17 (W) Introduction to Argentine Tango

Cross-listings: DANC 17 MUS 17

Primary Cross-listing

Through reading, film viewings, and participating in musical exercises and dance workshops, students will explore the sounds and movements of Argentine tango, while also considering its broader social and historical context both in Argentina and abroad. No prior musical or dance experience necessary. Students' grades will be based on course participation, regular journal entries, and an individual final project with a written component.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference given to music and dance majors, seniors

Grading: pass/fail only

Materials/Lab Fee: \$30

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 17 MUS 17

Winter 2020

LEC Section: 01 MW 10:00 am - 12:50 pm Corinna S. Campbell

MUS 31 (W) Senior Thesis: Music

To be taken by students registered for Music 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Ed Gollin

MUS 99 (W) Independent Study: Music

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Ed Gollin

NEUROSCIENCE (Div III)

Chair: Professor Tim Lebestky

Advisory Committee

- Matt E. Carter, Associate Professor of Biology; affiliated with: Neuroscience Program
- Martha Marvin, Lecturer in Neuroscience

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the use of noninvasive techniques for imaging the human brain such as fMRI and near infrared optical imaging, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of seven courses: The Cell (Biology 101); Introductory Psychology (Psychology 101); Neuroscience (Neuroscience 201); Topics in Neuroscience (Neuroscience 401); and three electives. Either Biology 101 or Psychology 101 must be taken prior to enrolling in the core course, Neuroscience (Neuroscience 201), which is the foundational neuroscience course and provides the background for upper-level electives in the concentration. Ideally, Neuroscience is taken the fall of the sophomore year. Electives are designed to provide in-depth coverage of specific areas within the field and many electives include laboratory experiences. At least one elective course is required from those designated as Group A (Neuroscience courses cross-listed with Biology). At least one elective course is required from those designated as Group B (Neuroscience courses cross-listed with Psychology). A third required elective may come from Group A or Group B offerings or it may come from Group C which consists of courses that are not cross-listed with neuroscience but include significant neuroscience content. Students may also petition the advisory committee to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad. Topics in Neuroscience (Neuroscience 401) is designed to provide an integrative culminating experience and is taken by all senior concentrators during the senior year.

Required Courses

[BIOL 101\(F\)The Cell](#)

Taught by: [Daniel Lynch](#), [Damian Turner](#)
[Catalog details](#)

[NSCI 201 / BIOL 212 / PSYC 212\(F\)Neuroscience](#)

Taught by: [Tim Lebestky](#), [Shivon Robinson](#)
[Catalog details](#)

[NSCI 401\(F\)Topics in Neuroscience](#)

Taught by: [Shivon Robinson](#)
[Catalog details](#)

[PSYC 101\(F, S\)Introductory Psychology](#)

Taught by: [Nate Kornell](#), [Noah Sandstrom](#), [Clarence Gillig](#)
[Catalog details](#)

Students can ask the Neuroscience Program Chair whether courses not listed here might count as electives.

Elective Courses

Three elective courses are required. At least one elective must be from Group A and at least one elective must be from Group B. The third elective may come from Group A, Group B, or Group C. Students may also consult the Chair to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad.

Group A

[BIOL 213 / NSCI 213\(F\)Sensory Biology](#)

Taught by: [Heather Williams](#)

[Catalog details](#)

[BIOL 310 / NSCI 310Neural Development and Plasticity](#)

Taught by: [Tim Lebestky](#)

[Catalog details](#)

[BIOL 311 / NSCI 311\(F\)Neural Systems and Circuits](#)

Taught by: [Matt Carter](#)

[Catalog details](#)

[BIOL 407 / NSCI 347\(S\)Neurobiology of Emotion](#)

Taught by: [Tim Lebestky](#)

[Catalog details](#)

[BIOL 412 / NSCI 342Neural and Hormonal Basis of Hunger](#)

Taught by: [Matt Carter](#)

[Catalog details](#)

Group B

[PSYC 313 / NSCI 313\(S\)Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic](#)

Taught by: [Shivon Robinson](#)

[Catalog details](#)

[PSYC 314 / NSCI 314\(S\)Drug Addiction and Obesity: Tales of a Disordered Brain](#)

Taught by: TBA

[Catalog details](#)

[PSYC 315 / NSCI 315Hormones and Behavior](#)

Taught by: [Noah Sandstrom](#)

[Catalog details](#)

[PSYC 317 T / NSCI 317Nature via Nurture: Topics in Developmental Psychobiology](#)

Taught by: [Betty Zimmerberg](#)

[Catalog details](#)

[PSYC 319 T / NSCI 319 / STS 319\(F, S\)Neuroethics](#)

Taught by: [Noah Sandstrom](#)

[Catalog details](#)

Group C

[BIOL 204\(S\)Animal Behavior](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[BIOL 421 T\(F\)Thermoregulation: From Molecules to Organisms](#)

Taught by: [Steven Swoap](#)

[Catalog details](#)

[PSYC 335\(F\)Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee by winter study of their junior year.

STUDY ABROAD

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions). Securing syllabi is often difficult, so a discussion with the program Chair is certainly necessary. Under no circumstances should a student assume that a course taken at another institution will count toward the concentration.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

The program Chair and advisory committee will consider the course title, course description, and complete syllabus, including readings/assignments. Exams or other written work will also be considered. Written work may be requested if the course description suggests that it is only tangentially related to the field of neuroscience. Written work would, therefore, need to demonstrate that there was sufficient emphasis on neuroscience material.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Generally there is a maximum of 2 credits that can be completed through a study abroad program.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. NSCI 201 and NSCI 401 can not generally be completed abroad. NSCI should be taken during the sophomore year if possible and includes a laboratory component that is rarely comparable in study abroad courses.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

NSCI 201 is only taught during the fall semester. As such, students planning to study away should plan to take it during the sophomore year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Some students (rarely) have failed to discuss the course in advance of their study abroad experiences. They may also have assumed that approval of a course by another department (e.g., Biology or Psychology) would necessarily mean that they would receive Neuroscience credit for the course. This is not necessarily the case.

NSCI 201 (F) Neuroscience

Cross-listings: BIOL 212 NSCI 201 PSYC 212

Primary Cross-listing

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week and laboratory, every other week

Requirements/Evaluation: a lab practical, lab reports, two hour exams and a final exam

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 72

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

LEC Section: 01 TR 9:55 am - 11:10 am Tim J. Lebestky, Shivon A. Robinson

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

NSCI 213 (F) Sensory Biology

Cross-listings: BIOL 213 NSCI 213

Secondary Cross-listing

What properties of the physical world do organisms sense, and which ones do they ignore? How do they convert physical or chemical energy to a signal within a cell? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction--and how these mechanisms define the types of information that the nervous system extracts and encodes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the retina), the constant reshaping of the mammalian olfactory system (chemical mapping of odors), what makes a touch stimulus noxious (in worms and mice), enhanced color vision (in birds, bees, and shrimp), and differences in the way males and females sense odors (pheromones and the vomeronasal organ). Laboratory exercises will cover a range of techniques, including electrophysiological recording, the role of mutations in single genes, and behavioral assays.

Class Format: six hours per week

Requirements/Evaluation: take-home exams, problem sets, lab reports, and class participation

Prerequisites: BIOL 101

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 213 (D3) NSCI 213 (D3)

Attributes: NSCI Group A Electives

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Heather Williams

LAB Section: 02 T 1:00 pm - 4:00 pm Heather Williams

LAB Section: 03 W 1:00 pm - 4:00 pm Heather Williams

NSCI 310 (F) Neural Development and Plasticity

Cross-listings: BIOL 310 NSCI 310

Secondary Cross-listing

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.

Class Format: lecture

Requirements/Evaluation: exams

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor)

Enrollment Limit: 24

Enrollment Preferences: Biology majors; Neuroscience concentrators; Psych majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 310 (D3) NSCI 310 (D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not offered current academic year

NSCI 311 (F) Neural Systems and Circuits

Cross-listings: BIOL 311 NSCI 311

Secondary Cross-listing

This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: six hours per week

Requirements/Evaluation: class participation, hour exams, and a final exam

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

Enrollment Limit: 12

Enrollment Preferences: Biology majors and Neuroscience concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 311 (D3) NSCI 311 (D3)

Attributes: NSCI Group A Electives

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Matt E. Carter

LAB Section: 02 M 1:00 pm - 4:00 pm Matt E. Carter

NSCI 313 (S) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic

Cross-listings: NSCI 313 PSYC 313

Secondary Cross-listing

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we

will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

Class Format: empirical lab course

Requirements/Evaluation: class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 313 (D3) PSYC 313 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Shivon A. Robinson

LAB Section: 02 R 1:00 pm - 4:00 pm Shivon A. Robinson

NSCI 314 (S) Drug Addiction and Obesity: Tales of a Disordered Brain

Cross-listings: NSCI 314 PSYC 314

Secondary Cross-listing

Drug addiction and obesity are two of the biggest health problems facing our world today. Although obesity and drug addiction are two qualitatively different disorders, recent literature suggests that they share similar neural substrates. The first third of this class will discuss the behavioral and neural underpinnings of drug addiction, the second third of this class will discuss the behavioral and neural underpinnings of obesity, and the last third of the class will discuss their interaction in many different facets. In so doing, students will learn about the animal models used to study drug addiction and obesity (i.e., intravenous self-administration, intracranial self-stimulation, conditioned place preference, conditioned taste avoidance, and locomotor sensitization) and the neurobiological techniques used to understand their underlying mechanisms (i.e., DREADDs, optogenetics, and immunohistochemistry). Utilizing these tools, students will design and conduct an empirical laboratory experiment to study these dysregulated behaviors.

Requirements/Evaluation: presentations and participation in discussions; written assignments; weekly lab meetings will be held and empirical projects presented in a final poster session

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 314 (D3) PSYC 314 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 Cancelled

NSCI 315 (F) Hormones and Behavior

Cross-listings: NSCI 315 PSYC 315

Secondary Cross-listing

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 315 (D3) PSYC 315 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

NSCI 317 (S) Nature via Nurture: Topics in Developmental Psychobiology

Cross-listings: PSYC 317 NSCI 317

Secondary Cross-listing

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 10

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 317 (D3) NSCI 317 (D3)

Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

NSCI 319 (F)(S) Neuroethics (WS)**Cross-listings:** STS 319 NSCI 319 PSYC 319**Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor**Enrollment Limit:** 10**Enrollment Preferences:** Psychology majors and Neuroscience concentrators**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D3) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

NSCI 342 (S) Neural and Hormonal Basis of Hunger**Cross-listings:** NSCI 342 BIOL 412**Secondary Cross-listing**

Hunger and satiety are highly regulated behavioral states that maintain energy homeostasis in animals. This course will focus on readings from the primary literature to track numerous recent advances in how the brain and endocrine systems regulate appetite. Topics include how organ systems communicate with the brain to regulate appetite, how different populations of neurons in the brain interact to regulate appetite, how brain systems that regulate appetite affect other behaviors, and how the neural and hormonal basis of hunger compare with brain systems that regulate other homeostatic systems such as thirst. By tracing the advances in appetite regulation within the past decade, we will also trace the advent of cutting-edge molecular, genetic, and optical-based tools that are transforming multiple fields within physiology and neuroscience. Students in this class will have the opportunity to improve skills in written and oral scientific presentation.

Requirements/Evaluation: written assignments, oral presentations, and participation**Prerequisites:** BIOL 205 or BIOL/PSYC 212, or permission of instructor**Enrollment Limit:** 12**Enrollment Preferences:** seniors who have not taken a 400-level course**Expected Class Size:** 12**Grading:** no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 342 (D3) BIOL 412 (D3)

Attributes: NSCI Group A Electives

Not offered current academic year

NSCI 347 (S) Neurobiology of Emotion

Cross-listings: BIOL 407 NSCI 347

Secondary Cross-listing

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format: three hours per week

Requirements/Evaluation: class participation and several short papers

Prerequisites: BIOL 202 and 212; open to juniors and seniors

Enrollment Limit: 12

Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 407 (D3) NSCI 347 (D3)

Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Spring 2020

SEM Section: 01 Cancelled

SEM Section: 02 TR 11:20 am - 12:35 pm Tim J. Lebestky

NSCI 397 (F) Independent Study: Neuroscience

Independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Tim J. Lebestky

NSCI 398 (S) Independent Study: Neuroscience

Independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Tim J. Lebestky

NSCI 401 (F) Topics in Neuroscience

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, language, retrograde messengers, synaptic plasticity, and learning and memory.

Requirements/Evaluation: presentations, short papers, and a term paper

Prerequisites: open only to seniors in the Neuroscience program

Enrollment Limit: 18

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Unit Notes: required of all senior students in the Neuroscience program

Distributions: (D3)

Attributes: NSCI Required Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shivon A. Robinson

NSCI 493 (F) Senior Thesis: Neuroscience

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Noah J. Sandstrom

NSCI 494 (S) Senior Thesis: Neuroscience

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Tim J. Lebestky

Winter Study -----

NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in evaluating primary neuroscience research articles using the medical model to evaluate validity. They will develop their own evaluation systems for identifying valid research related to learning and the brain. Small groups of 2-3 students will be assigned different articles on the same topic and engage in class discussions based on their reading. These will include their interpretations of the research and potential applications to learning strategies and interventions. A final project will a paper and class presentation about topics they select based on their interests and goals for taking the course. Adjunct Instructor Bio: Judy Willis, M.D. combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles for professional journals applying neuroscience research to successful teaching strategies. She is an expert consulting staff for NBC News Education Nation, Edutopia, and media liaison for American Academy of Neurology.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: upper grade priority

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 10:00 am - 12:50 pm Judy Willis

NSCI 31 (W) Senior Thesis: Neuroscience

To be taken by students registered for Neuroscience 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Tim J. Lebestky

NSCI 99 (W) Independent Study: Neuroscience

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Tim J. Lebestky

PHILOSOPHY (Div II)

Chair: Morris Professor of Rhetoric Jana Sawicki

- Melissa J. Barry, Professor of Philosophy
- Joseph L. Cruz, Professor of Philosophy
- Steven B. Gerrard, Professor of Philosophy
- Keith E. McPartland, Associate Professor of Philosophy
- Bojana Mladenovic, Professor of Philosophy
- Julie Pedroni, Lecturer in Philosophy; affiliated with: Ctr-Environmental Studies
- Jana Sawicki, Chair of Philosophy and Morris Professor of Rhetoric
- Justin B. Shaddock, Assistant Professor of Philosophy; on leave 2019-2020
- Alan White, Mark Hopkins Professor of Philosophy

To engage in philosophy is to ask a variety of questions about the world and our place in it—questions that we confront in our everyday lives or that underlie our ordinary practices. What is a good, meaningful, or happy human life (ethics and politics)? What do we owe non-human species and future generations (applied ethics/practical philosophy)? Does god exist? (metaphysics)? What can we know, and what makes a belief or statement true (epistemology)? Are there objective standards for judging works of art? Thus, philosophers also address questions relevant to many disciplines.

The program in philosophy is designed to aid students in thinking about such questions, by acquainting them with influential work in the field, past and present, and by giving them tools to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Most of our courses are offered as small seminars or tutorials in which students have multiple opportunities to develop skills in reasoning and writing interpretive and critical essays.

MAJOR

The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2018 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major—*no exceptions*).

We recommend the following trajectory through the major:

By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.

By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)

By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.

Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both PHIL 201 and PHIL 202.

The Degree with Honors in Philosophy

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form either of independent work culminating in a senior essay or thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. The independent-study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period (maximum 40 pages) or a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in mid-March (before spring break) of the junior year. The directed-study route to honors requires the completion of two courses in

philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (15 pages or longer) written for philosophy courses they have taken. Students should register for a directed study over their senior year winter study and work with an advisor on the paper revisions. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

STUDY AWAY

[The Williams-Exeter Programme at Oxford \(WEPO\)](#): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHILOSOPHY RELATED COURSES

The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

[ANTH 224 / REL 225 Culture and Morality](#)

Taught by: [Les Beldo](#)

[Catalog details](#)

[ARTH 541 Aesthetics After Evolutionary Biology: Darwin, Nietzsche, Freud](#)

Taught by: [Emmelyn Butterfield-Rosen](#)

[Catalog details](#)

[ENGL 138\(S\) What is a Self? Investigations in Literature, Philosophy, and Psychology](#)

Taught by: [Bernard Rhie](#)

[Catalog details](#)

[ENGL 445 / ENVI 445 World's End: Literary Ecologies of the Limit](#)

Taught by: [Christopher Pye](#)

[Catalog details](#)

[ENGL 456 / COMP 456 Topics in Critical Theory: Hegel and the Dialectic](#)

Taught by: [Christian Thorne](#)

[Catalog details](#)

[HIST 301 Approaching the Past: Other People's History](#)

Taught by: [Alexander Bevilacqua](#)

[Catalog details](#)

[HIST 331\(F\) European Intellectual History from Aquinas to Kant](#)

Taught by: [Alexander Bevilacqua](#)

[Catalog details](#)

[HIST 485 T / PSYC 158\(F\) Freud: A Tutorial](#)

Taught by: [Thomas Kohut](#)

[Catalog details](#)

[PSCI 203\(F, S\) Introduction to Political Theory](#)

Taught by: [Nimu Njoya](#), [Mark Reinhardt](#)

[Catalog details](#)

[PSCI 235 / ENVI 235 Survival and Resistance: Environmental Political Theory](#)

Taught by: TBA

[Catalog details](#)

[PSCI 273 / ENVI 273 / STS 273\(F\) Politics without Humans?](#)

Taught by: [Laura Ephraim](#)

[Catalog details](#)

[PSCI 312 T / LEAD 312 American Political Thought](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 339 T / JWST 339\(F\) Politics in Dark Times: Hannah Arendt](#)

Taught by: [Laura Ephraim](#)

[Catalog details](#)

[REL 238 Faith and Rationality in Islam: Skepticism and the Quest for Certainty](#)

Taught by: [Zaid Adhami](#)

[Catalog details](#)

[REL 244 / ASST 244 Mind and Persons in Indian Thought](#)

Taught by: [Georges Dreyfus](#)

[Catalog details](#)

[REL 250 / ASST 250Scholars, Saints and Immortals: Virtue Ethics in East Asia](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)

[REL 255 / ANTH 255 / ASST 255Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

[REL 257Tibetan Buddhism: Embodying Wisdom and Compassion](#)

Taught by: [Georges Dreyfus](#)
[Catalog details](#)

[REL 301 / SOC 301 / STS 301 / WGSS 302 / COMP 315Social Construction](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)

[REL 348Religion and Reason](#)

Taught by: [Zaid Adhami](#)
[Catalog details](#)

[REL 354 / COMP 351Friedrich Nietzsche: Philosophizing with a Hammer](#)

Taught by: [Jason Josephson Storm](#)
[Catalog details](#)

[RUSS 222 / COMP 270Russian Literature and European Existentialism](#)

Taught by: [Vladimir Ivantsov](#)
[Catalog details](#)

PHIL 104 (S) Philosophy and Tragedy

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born-but the next best thing is to die soon (Aristotle's *Eudemus* as quoted in Nietzsche's *Birth of Tragedy*; see also Sophocles' *Oedipus at Colonus*)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the *Oresteia* and *Prometheus Bound* by Aeschylus, Sophocles' *Theban Cycle*, and the *Hippolytus*, *Bacchae* and *Philoctetes* by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's *Poetics* and will continue with Hume's *Of Tragedy*, Hegel's various writings on tragedy, and Nietzsche's *The Birth of Tragedy*. If possible, we will arrange to see a live performance of a Greek tragedy.

Requirements/Evaluation: five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

Prerequisites: none; this tutorial is an appropriate first course in PHIL

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Keith E. McPartland

PHIL 114 (F) Freedom and Society

Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it occupies a central place in our

contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do society's laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit. We will ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, and Simone de Beauvoir on gender.

Requirements/Evaluation: weekly reading response papers; take-home midterm and final exams

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)

Attributes: JLST Interdepartmental Electives

Not offered current academic year

PHIL 115 (F)(S) Personal Identity (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy: metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. Conceptions of person are equally important for scientific research programs (especially in psychology), for Law, and for the arts (especially mimetic arts). Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? What makes me the particular person that I am, and how is my identity as this individual person preserved over time? While addressing these questions through lectures and class discussions, the course will place special emphasis on developing students' intellectual skills in the following domains: - close, analytical reading; - recognizing, reconstructing and evaluating claims and reasons that support them; - producing original ideas and arguments, orally and in writing; - responding to the claims and arguments presented in texts and in class; - writing clear, polished, well-argued papers.

Class Format: discussion

Requirements/Evaluation: class attendance, preparedness and participation; small group weekly meetings; weekly short writing assignments

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a short paper (about 800 words) every week. Six of these will be letter-graded, and six will be graded pass/fail. All papers will receive detailed comments on substance as well as on writing skills and strategies. There will be no final paper.

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Bojana Mladenovic

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Bojana Mladenovic

PHIL 116 (S) Perception and Reality

This course is an introduction to philosophy through four major themes: The nature of the universe, the existence of gods, thought itself, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western Tradition.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)

Not offered current academic year

PHIL 119 (S) Justice, Democracy and Freedom: Plato with Footnotes (WS)

This course addresses a central question in both ethics and political philosophy: How should we live? The question has two parts: What is the best life for individuals? And what social and political arrangements make such a life possible? In attempting to answer these questions we also engage related theoretical questions concerning what is real and how we have access to it. We begin with readings from Plato's *Republic*, a seminal work in the history of philosophy that has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. After reading from early Platonic dialogues and the *Republic*, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato") and the challenges they present to Plato's conclusions. Our principal focus will be on issues that continue to be of paramount importance in the world today, namely, democracy, justice and the meaning of freedom.

Requirements/Evaluation: eight 2-page response papers based on readings (first three are pass/fail), two five-page papers, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none, open to all students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Professor will provide detailed comments on short and long writing responses; facilitate peer review of short papers in class; and discuss frequent types of errors, writing in philosophy, writing approach and process, drafting, and the importance of using writing tutors. Handouts will be provided on both informal fallacies and numerous writing tips. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Jana Sawicki

PHIL 121 (F)(S) Truth, Goodness, and Beauty

In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Requirements/Evaluation: attendance, frequent short papers totaling about 30 pages, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students and potential Philosophy majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am Alan White

Spring 2020

SEM Section: 01 MWF 10:00 am - 10:50 am Alan White

PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, and the ethics of protest. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion

Prerequisites: none; this course is suitable for first-year students

Enrollment Limit: 10

Enrollment Preferences: first-year students, then sophomores, then Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Fall 2019

TUT Section: T1 TBA Julie A. Pedroni

PHIL 123 (F)(S) Objectivity in Ethics (WS)

Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Requirements/Evaluation: participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores and students who need to fulfill their 100-level requirement for the philosophy major

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Melissa J. Barry

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Melissa J. Barry

PHIL 125 (F) Introduction to the Philosophy of Law (WS)

This tutorial, designed especially for first year students, is a philosophy course, not a prelaw course. We will examine basic questions in the philosophy of law: What is the relationship between law and morality? Why should one obey the law (if one should)? When, if ever, is paternalistic interference by the state into the lives of its citizens justified? We will look at civil disobedience and theories of legal interpretation. We will pay special attention to the first amendment and questions concerning free speech and hate speech. We will read classic works (such as John Stuart Mill, *On Liberty* and H. L. A. Hart, *The Concept of Law*), contemporary articles, and United States Supreme Court cases.

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

TUT Section: T1 TBA Steven B. Gerrard

PHIL 126 (S) Paradoxes

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there *is* a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the *sorites* paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's *Problem*, and the Prisoner's *Dilemma*.

Requirements/Evaluation: several short writing assignments and a longer final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)

Not offered current academic year

PHIL 128 (S) Utopias and Dystopias

The touchstone of our course will be Plato's *Republic*: the first and perhaps greatest Utopia as well as perhaps the greatest work in political philosophy. We will prepare for the *Republic* by reading two Socratic dialogues: the *Euthyphro* and the *Meno*. After several weeks on the *Republic* we will turn to Shakespeare's last play: *The Tempest*. From there it is a natural transition to Aldous Huxley's *Brave New World*. We will continue with B. F. Skinner's *Walden Two*, and finish by comparing the dystopias of the first book and first film of *The Hunger Games*.

Class Format: seminar

Requirements/Evaluation: several short papers totaling at least twenty pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2)

Not offered current academic year

PHIL 201 (F) History of Ancient Greek Philosophy

Cross-listings: CLAS 203 PHIL 201

Primary Cross-listing

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Class Format: discussion

Requirements/Evaluation: short papers, possibly supplemented by one or more exams

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20-40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 203 (D1) PHIL 201 (D2)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

PHIL 202 (S) History of Modern Philosophy

This course is a survey of 17th- and 18th-century European philosophy with a focus on the nature of reality and the limits of knowledge (metaphysics and epistemology, respectively). That span---the "modern" era of philosophy---was active and exciting in a way that continues to attract much scholarly interest. Moreover, it remains a crucial inspiration for many contemporary philosophical approaches and themes. Understanding modern philosophy is to confront the ambitions and hopes of the Enlightenment, and to uncover the foundations and assumptions of contemporary Western philosophy. Topics include the origin and composition of the universe, the relation of mind and body, skepticism, free will, rationality, and the role of science in human understanding.

Requirements/Evaluation: weekly papers plus midterm and final exams

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

Distributions: (D2)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Joseph L. Cruz

PHIL 203 (S) Logic and Language (QFR)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: discussion

Requirements/Evaluation: a midterm, a final, frequent homework and problem sets

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 50-80

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 204 (F) Hegel and Marx

This course will explore the themes of alienation, fetishism, ideology, dialectic, sociality, and freedom in the philosophical writings of G.W.F. Hegel and Karl Marx. We will focus our study on Hegel's *Phenomenology of Spirit* and Marx's early writings. We will conclude by considering some critical appropriations of Marx by 20th Century philosophers, including Georg Lukacs, Max Horkheimer, and Theodor Adorno.

Requirements/Evaluation: midterm and final papers

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 207 (S) Contemporary Philosophy of Mind

The philosophy of mind has been one of the liveliest and most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Part of the explanation for this is the rise of compelling scientific accounts of who and what we are. The question of whether the mind can be fully understood within a physicalist, materialist framework has taken on an exciting urgency. In this course we will investigate the mind/body problem, mental representation, the conceptual and nonconceptual content of mental states, and the nature of consciousness. Throughout we will attend to the relevant empirical literature.

Class Format: seminar

Requirements/Evaluation: weekly two page papers on focused topics and two 8- to 10-page papers

Prerequisites: at least one prior 100- or 200-level PHIL course

Enrollment Limit: 19

Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 209 (S) Philosophy of Science

Cross-listings: PHIL 209 SCST 209 STS 209

Primary Cross-listing

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Class Format: short lecture component in each class

Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 209 (D2) SCST 209 (D2) STS 209 (D2)

Attributes: COGS Related Courses HSCI Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212 SCST 212 STS 212 PHIL 212

Primary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212 (D2) SCST 212 (D2) STS 212 (D2) PHIL 212 (D2)

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL, PHLH or STS majors or concentrators, especially those who need the course to complete their

majors/concentrations; and students committed to taking the tutorial

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 9:00 pm - 9:30 pm Julie A. Pedroni

PHIL 216 (S) Philosophy of Animals

Cross-listings: ENVI 216 PHIL 216

Primary Cross-listing

Animals are and always have been part of human life. To name just a few: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

Requirements/Evaluation: four 4- to 5-page papers and one 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with at least one previous philosophy course; there is no need to email the professor in advance to indicate interest in the course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 216 (D2) PHIL 216 (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 220 (F) Happiness

According to Aristotle the ultimate good is happiness---everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students interested in philosophy and/or happiness

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

PHIL 223 (S) Philosophy of Sport

Sports: many of us (at Williams, in the US, throughout most of the world) play them, yet more of us watch them, and we invest not only our time but enormous amounts of money in them (we build sports arenas, not cathedrals; in 2013, in 40 of the 50 United States, the highest-paid public official was a football or basketball coach). Why do sports matter so much to us? Should they? The topics we consider in responding thoughtfully to these questions will include sports and health, sports and education, ethical issues in sports (including issues of class, gender, and race), and sports and beauty.

Class Format: discussion

Requirements/Evaluation: short writing assignments for most classes

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 224 (S) Marx, Nietzsche and Freud (WS)

The writings of Marx, Nietzsche and Freud continue to influence important debates in the humanities and social sciences. Marx's historical materialism, Nietzsche's post-metaphysical and naturalistic turn in ethics, and Freud's emphasis on the unconscious determinants of human behavior all represent what has been referred to as the decentering of human consciousness in explanations of human history and existence. All three thinkers have had a profound influence on critical theories of the 20th century. In this tutorial, we will focus on questions concerning their methods of critique, and their respective diagnoses of modern culture and societies. All three attempt to explain particular sources of human suffering such as loss of meaning, the sense of alienation from self and others, constraints on free expression, and nihilistic world-weariness. The course texts may include several short selections from important historical influences such as Kant and Hegel as well as 20th century figures who have reacted to, revised, or responded to them in creative ways. Among the latter one could include Louis Althusser, Michel Foucault, Gilles Deleuze, Jacques Lacan, Luce Irigaray, Judith Butler, Wendy Brown, Elizabeth Grosz and Peter Sloterdijk, to name only a few.

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: 100-level Philosophy course, PHIL 202, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in critical theories

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers on assigned topics or questions of 5- to 6-pages in length, one of which they will revise and submit at the end of the term. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Jana Sawicki

PHIL 225 (S) Existentialism

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, and Simone de Beauvoir. What makes these thinkers "Existentialists"? It's not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answers invoke our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate deeply irrational phenomena of human life, including anxiety, boredom, nausea, tragedy, despair, death, faith, love, hate, sadism, masochism, authenticity, guilt, and care. And, Existentialists express their thought in philosophical treatises as often as in literary texts. In this course we will attempt to understand these dimensions in which Existentialism is a distinctive intellectual tradition.

Requirements/Evaluation: four mid-length papers

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 227 (F) Death and Dying

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and posthumous interests. In addition to

key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Class Format: discussion

Requirements/Evaluation: class attendance and participation, periodic short essays (3 or 4 total, 2-3 pages each), two mid-length papers (5-7 pages and 7-10 pages, respectively); possible experiential learning component

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Primary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

PHIL 231 (S) Ancient Political Thought

Cross-listings: PSCI 231 PHIL 231

Secondary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 231 (D2) PHIL 231 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Nimu Njoya

PHIL 232 (F) Modern Political Thought

Cross-listings: PHIL 232 PSCI 232

Secondary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: discussion

Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 232 (D2) PSCI 232 (D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

Class Format: tutorial pairs will meet with the instructor for one hour a week

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: none; open to first year students

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and then sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 236 (S) Contemporary Ethical Theory

This course will be an in-depth exploration of central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? When should we give morality priority over our personal commitments and relationships, and why? Are there universal moral principles that apply to all cultures? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods can we answer these questions? We will examine these and related issues by looking closely at two influential moral theories: consequentialism and deontology. While both have important historical roots -- consequentialism in Mill and Sidgwick, deontology in Kant -- we will focus on contemporary developments of these views. In the last few weeks, we'll examine contractualism, which outlines a different approach to these questions.

Class Format: seminar

Requirements/Evaluation: short response papers; an 8- to 10-page midterm paper; a 10- to 12-page final paper

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 239 (S) The Ethics of Artificial Intelligence

Cross-listings: STS 239 PHIL 239

Primary Cross-listing

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses--not to mention decades of apocalyptic science fiction--have urged that that future is nothing short of an existential threat to human beings.

Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion

Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 239 (D2) PHIL 239 (D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Joseph L. Cruz

PHIL 240 (F) Philosophy of Education

Cross-listings: PHIL 240 INTR 240

Primary Cross-listing

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion.

Requirements/Evaluation: several short papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: only first-year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 240 (D2) INTR 240 (D2)

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

PHIL 241 (F) Contemporary Metaphysics

In this course, we will examine a number of issues in contemporary metaphysics through a discussion of the nature of kinds. The problem of universals has vexed philosophers at least since the time of Plato. Oscar is a dog and Annie is a dog. Oscar and Annie aren't identical but they have something in common; each of them is a dog, each of them belongs to a single kind and they share the property of being a dog. But what is going on here? We, at least most of us, are happy to say that Oscar and Annie exist. But is there a third entity that we need to countenance: the universal caninity? If we do think that there is such a thing as caninity, what sort of thing is it? If we don't, what accounts for the truth of our judgment that Oscar and Annie have something in common? Scientists often give explanations for the behavior of objects in terms of their properties. What role do properties play in causation, explanation and laws of nature? Finally there are different kinds of kind. Some kinds or properties seem to be pretty natural, e.g. being an electron or a dog. Other kinds seem to be less natural and seem somehow to be socially constructed, e.g. being a work of art, an American or a sausage. But are there really natural kinds? Can we, as Plato put it, "carve nature at the joints", or are all kinds constructed rather than discovered? Furthermore what is involved in the social construction of a kind? Finally, the nature and existence of some kinds is a hotly contested political matter. How should we think about racial kinds or about gender kinds? While we will be concerned to place our discussions of these issues in historical context, most of the reading for the class will consist in articles written by contemporary philosophers.

Class Format: discussion

Requirements/Evaluation: one 10 page midterm paper and one 15 page final paper which will involve draft and revision, possible short response papers, and active participation in class

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

Enrollment Limit: 18

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 243 (F) The Philosophy of Higher Education: College Controversies

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates about the curriculum. We will then turn to contemporary controversies such as campus free speech. This course is part of the John Hyde Teaching Fellowship.

Requirements/Evaluation: several short papers (20 pages total), longer final paper (12-15 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, and sophomores in that order

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 Cancelled

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of

moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

PHIL 248 (S) Free Speech and Its Enemies

The Williams College Mission statement says that "free inquiry requires open-mindedness, and commitment to community draws on concern for others". The question of this course is whether these values are in conflict. Does free inquiry clash with concern for others, or do they (or can they) work together? We will begin with John Stuart Mill's powerful defense of free speech in *On Liberty*, but will then investigate challenges to Mill's traditional liberalism from thinkers, such as Catharine MacKinnon, who believe that such rights are never neutral. Our subjects will include hate speech, press censorship, pornography, controversial art, sacrilegious speech and campus controversies. We will, undoubtedly, have to adjust the syllabus to respond to breaking international, national and local news. The course will, I hope, provide the students an opportunity and the tools to intellectually examine deeply emotional and contentious issues. This course is part of the John Hyde Teaching Fellowship.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 250 (F) Philosophy of Economics (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant

factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Alan White

PHIL 251 (S) Offensive Art

Cross-listings: THEA 251 PHIL 251

Primary Cross-listing

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just recently, the magazine *The Nation* apologized for publishing Anders Carlson-Wee's poem adopting the voice of a homeless person, writing "We are sorry for the pain we have caused to the many communities affected by this poem." At Williams College a mural in The Log was temporarily boarded over, Herman Rosse's painting "Carnival of Life" was removed from the '62 Center, and the Theater department cancelled the production of Aleshea Harris' *Beast Thing*. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's *Republic* and John Stuart Mill's *On Liberty*), contemporary articles, and works of art in various media. *Trigger Warning:* all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be offended then this course is not for you. This course is part of the John Hyde Teaching Fellowship.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, juniors, then sophomores in that order

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: potential additional material costs if individual students opt for final projects in other media

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 251 (D1) PHIL 251 (D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Steven B. Gerrard, David Gürçay-Morris

SEM Section: 02 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Steven B. Gerrard, David Gürçay-Morris

PHIL 272 (F) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Melissa J. Barry

PHIL 274 (S) Messing with People: The Ethics of Human Experimentation

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics, as well, such as the Willowbrook experiment, in which residents of a state home for mentally impaired children were intentionally infected with a virus that causes hepatitis, and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new lead paint removal procedure by housing young children in partially decontaminated homes and testing those children for lead exposure. In this tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern human subjects research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. Specific issues will include the ethics of placebo research, deception in research, studies of illicit/illegal behavior, genetic research, experimentation with children, pregnant women and fetuses, and persons with diminished mental capacity, among other topics.

Class Format: tutorial; students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays, and commenting orally on their partners' essays in alternate weeks

Requirements/Evaluation: evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: prospective Philosophy majors and students committed to taking the tutorial

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 280 (S) Frege, Russell, and the Early Wittgenstein

The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*. While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

Class Format: seminar

Requirements/Evaluation: two short papers (5 pages) and one longer final paper (12-15 pages)

Prerequisites: at least two PHIL courses; PHIL 202 and 203 recommended

Enrollment Preferences: Philosophy majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: Linguistics PHIL History Courses

Not offered current academic year

PHIL 281 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Primary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Melissa J. Barry

PHIL 286 (F) Contemporary Systematic Philosophy

Systematic philosophy, also describable as comprehensive theorization, was central to the philosophical enterprise from at least the time of Aristotle until that of Hegel, but has been out of style, in both analytic and continental philosophy, for more than 100 years. This course examines a current attempt to return systematic philosophy to its long-central position. We begin by assessing Alan White's *Toward a Philosophical Theory of Everything* (2014), which, although not yet receiving widespread attention, was described by one reviewer as "a critically important work for all those deeply interested in philosophical issues and their significance for basic human concerns." Because of the scope of systematic philosophy, this course provides students with the opportunity to investigate theories currently under development on a much richer variety of issues than is usual in philosophy courses (which are often restricted to specific subdisciplines of philosophy or to works of historical figures). Among those issues are ones involving semantics, ontology, truth, knowledge, moral and other values, human freedom, beauty, being, and God.

Class Format: seminar

Requirements/Evaluation: participation, one or more essays

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Philosophy majors and potential Philosophy majors

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration

Cross-listings: PHIL 288 REL 288

Secondary Cross-listing

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 288 (D2) REL 288 (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus, Joseph L. Cruz

PHIL 294 (S) Philosophy and Narrative Fiction

Cross-listings: PHIL 294 COMP 294

Primary Cross-listing

What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose--philosophers' preferred form of expression--clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self. To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoyevsky, Thomas Mann, Camus, Eco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm); tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 294 (D2) COMP 294 (D1)

Attributes: FMST Core Courses

Not offered current academic year

PHIL 306 (S) The Good Life in Greek and Roman Ethics

Cross-listings: PHIL 306 CLAS 306

Primary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 306 (D2) CLAS 306 (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 308 (F) Wittgenstein's "Philosophical Investigations"

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived--passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the *Investigations*--one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, "if a lion could talk, we could not understand him," deserves serious attention.

Requirements/Evaluation: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)

Prerequisites: at least two Philosophy Courses, PHIL 202 highly recommended

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: Linguistics PHIL History Courses

Not offered current academic year

PHIL 310 (F) Wittgenstein's Later Philosophy (WS)

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest

books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology*, *Culture and Value*, *Lectures and Conversations on Aesthetics*, *Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: two Philosophy courses

Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Attributes: Linguistics PHIL History Courses

Fall 2019

TUT Section: T1 TF 1:10 pm - 2:25 pm Bojana Mladenovic

PHIL 312 (S) Philosophical Implications of Modern Physics (QFR)

Cross-listings: STS 312 PHIL 312 PHYS 312 SCST 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 312 (D3) PHIL 312 (D3) PHYS 312 (D3) SCST 312 (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 315 (F) Kant's "Critique of Pure Reason"

Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the Critique with the help of some secondary literature.

Requirements/Evaluation: students will be required to participate actively in discussion and write a number of papers

Prerequisites: PHIL 202

Enrollment Limit: 15

Enrollment Preferences: Philosophy majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 321 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Primary Cross-listing

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

PHIL 328 (S) Kant's Ethics

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his *Critique of Pure Reason* while his ethics is spread out over a series of works--*Groundwork of the Metaphysics of Morals*, *Critique of Practical*

Reason, and Religion within the Boundaries of Mere Reason. These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy.

Requirements/Evaluation: two 8-page seminar papers and a 12-page final paper

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructors

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 332 (S) Aristotle's Metaphysics

Cross-listings: CLAS 332 PHIL 332

Primary Cross-listing

In this course we will study Aristotle's *Metaphysics* concentrating on books *gamma-theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

Requirements/Evaluation: discussion leadership, weekly short papers, term paper

Prerequisites: PHIL 201, CLAS 203

Enrollment Limit: 12

Enrollment Preferences: Philosophy and Classics majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 332 (D2) PHIL 332 (D2)

Attributes: PHIL History Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Keith E. McPartland

PHIL 337 (F) Justice in Health Care

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act or current legislative proposals; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, "race," disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors, Public Health concentrators, and students committed to taking the tutorial

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: Linguistics

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

PHIL 340 (S) Locke and Leibniz

Modern philosophy centers on two debates: Empiricism vs. Rationalism and Realism vs. Idealism. Locke is the first great Empiricist Realist, and Leibniz the greatest Rationalist Idealist. The debate between Empiricism and Rationalism concerns whether all our knowledge derives from experience, or any is innate. The debate between Realism and Idealism concerns whether reality is composed of mind-independent matter, or mind-like substances. Leibniz wrote his New Essays in 1704 as a critical response to Locke's Essay of 1690. He hoped it would occasion a public debate between Locke and himself, and prompt the intellectual community to decide, once and for all, between Empiricism and Rationalism, Realism and Idealism, and on related issues concerning the mind, language, truth, God, natural kinds, causation, and freedom. The debate never transpired - indeed, Leibniz suppressed his New Essays - because of Locke's death in 1705. This tutorial will bring to life the debate between Locke and Leibniz, and enable students to reach their own conclusions about Empiricism vs. Rationalism, Realism vs. Idealism, and related issues.

Class Format: tutorial

Requirements/Evaluation: weekly tutorial papers and response essays

Prerequisites: PHIL 202 History of Modern Philosophy, or instructor's permission

Enrollment Limit: 10

Enrollment Preferences: preference to Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

PHIL 364 (S) Mental Health and Illness: Philosophical Considerations

Cross-listings: PHIL 364 STS 364

Primary Cross-listing

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and

ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

Requirements/Evaluation: several writing assignments, evenly spaced throughout the semester

Prerequisites: two philosophy courses; or one philosophy and one STS course; or consent of the instructor

Enrollment Limit: 20

Enrollment Preferences: students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 364 (D2) STS 364 (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Bojana Mladenovic

PHIL 379 (F) American Pragmatism

Cross-listings: AMST 379 PHIL 379

Primary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 379 (D2) PHIL 379 (D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

PHIL 380 (F) Relativism

The aim of the course is to survey, analyze and discuss many varieties of relativism--semantic, epistemic, ontological and moral--from Plato's *Theaetetus* to contemporary social constructivism. We will pay special attention to the structure of arguments for and against relativism, as well as to the philosophical motivations and perceived consequences of its endorsement or rejection. We will thus be led to discuss some of the concepts common to epistemology, metaphysics and ethics: reason, justification, objectivity, understanding, reality and truth. Some of the questions we will

consider are: Are moral standards relative to cultural frameworks? Are there incompatible but equally true ways of describing the world? Is rationality relative to cultural norms? Is relativism a form of skepticism? Is it forced on people who endorse cultural pluralism as their political ideal as the only tenable philosophical position? Our readings will include the relevant works of Plato, Sextus Empiricus, Carnap, Quine, Davidson, Goodman, Elgin, Hacking, Krausz, Foot, and Williams, among others.

Class Format: seminar

Requirements/Evaluation: class attendance, preparedness and presentation; weekly small group discussions and one or two group presentations in class; three short writing assignments (1-2 pgs. each) and three 5 pages long papers

Prerequisites: two philosophy courses, or consent of the instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and intended majors

Expected Class Size: 7-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 388 (S) Consciousness

The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience--what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all--resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle. In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and free will, pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

Class Format: expect several short lectures by the instructor over the course of the semester where all the tutorial members convene

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions; no need to email the professor in advance

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores; every effort will be made to pair students according to similar or complementary background

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 401 (F) Senior Seminar: Contemporary Moral Psychology and Virtue Ethic

The seminar will focus on contemporary philosophical work on practical and intellectual virtues considered indispensable for a good, meaningful human life. We will begin by reading selections from seminal ethical writings by Plato, Aristotle and Hume, then move on to the 20th century revival of eudaimonistic and sentimentalist traditions of virtue ethics. Special stress will be placed on discussing the nature of virtues such as integrity, empathy, self-knowledge, authenticity and emotional maturity, and on articulating realistic psychological and social preconditions for their development.

Requirements/Evaluation: active participation in class discussion; seminar presentations; 10 weekly several short papers; a 12- to 15-page final

paper

Prerequisites: required of all senior Philosophy majors

Enrollment Limit: 15

Enrollment Preferences: enrollment is limited to senior Philosophy majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PHIL 401 (F) Senior Seminar: Skepticism

In this course we will examine and evaluate some of the most important historical and contemporary skeptical arguments.

Requirements/Evaluation: short (750 word) weekly seminar papers, in-class colloquium presentation, final paper (3000-4000 words)

Prerequisites: required of, and open only to, senior Philosophy majors

Enrollment Limit: none

Enrollment Preferences: senior Philosophy majors only

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Joseph L. Cruz

PHIL 491 (F) Senior Essay: Philosophy

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Jana Sawicki

PHIL 493 (F) Senior Thesis: Philosophy

This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Jana Sawicki

PHIL 494 (S) Senior Thesis: Philosophy

This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Jana Sawicki

PHIL 497 (F) Independent Study: Philosophy

Philosophy independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Jana Sawicki

PHIL 498 (S) Independent Study: Philosophy

Philosophy independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Jana Sawicki

Winter Study -----

PHIL 11 (W) Philosophy of Chess

Chess is one of the noblest and most fascinating of human endeavors. We will examine chess in many of its facets: its history, philosophy and literature. We will look at the art of chess and the art that chess has inspired. Above all, we will work together on improving our playing skills: we will study chess openings, middle games and endgames, and engage in continual tournament play. Evaluation will be based on class participation and problem assignments.

Requirements/Evaluation: final project or presentation

Prerequisites: all students should know the rules of chess and be able to read chess notation

Enrollment Limit: 20

Enrollment Preferences: students will be selected according to playing strength, as indicated by USCF ratings, results in the College chess club, or other measures

Grading: pass/fail only

Winter 2020

LEC Section: 01 TWR 1:00 pm - 3:50 pm Steven B. Gerrard

PHIL 14 (W) Ethics of Technology

Cross-listings: CSCI 14 PHIL 14 STS 14

Primary Cross-listing

A prominent company recently realized the machine-learning algorithm trained on its past hiring data had learned a bias against female candidates and so was unsuitable for resume evaluation. But given competing definitions of fairness, how should we decide what it means for an algorithm to be unbiased? Machine vision algorithms are systematically less likely to recognize faces of people of color. Since many face recognition algorithms are used for surveillance, would improving these algorithms promote justice? Deep fakes may pose serious challenges to democratic discourse, as faked videos of political leaders making incendiary statements cast doubt on the provenance of real videos. Do the researchers developing these

algorithms, often academics funded by National Science Foundation grants, have an obligation to desist? In a field filled with such vexing questions, the ethical issue most commonly addressed by the media is whether a self-driving car should swerve to hit one person in order to avoid hitting two. In this class, we will go beyond the headlines to explore the ethics of technology. We will discuss issues such as transparency, bias and fairness, surveillance, automation and work, the politics of artifacts, the epistemology of deep fakes, and more. Our discussion will rely on articles from the course packet, enlivened by discussions with experts in the field over Skype. Students will apply their ethical knowledge to write multiple newspaper length op-eds arguing for their views. If students choose to submit these op-eds for publication, the instructor will coach them on appropriate procedures and venues. Adjunct Instructor Bio: Kathleen Creel '10 is an advanced doctoral student in the Department of History & Philosophy of Science at the University of Pittsburgh. Her research focuses on epistemic and ethical issues in computer science and its scientific applications, such as transparency in machine learning and the ability of algorithmic decisions to provide reasons.

Requirements/Evaluation: 3 op-eds for a total of 10 pages

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: based on a written paragraph expressing interest

Grading: pass/fail only

Materials/Lab Fee: \$20

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 14 PHIL 14 STS 14

Winter 2020

LEC Section: 01 MWR 1:00 pm - 3:50 pm Kathleen Creel

PHIL 19 (W) Living a Good Life: Insights from Philosophy and the Science of Human Nature

Cross-listings: PHIL 19 PSYC 19

Primary Cross-listing

This course pairs central text from the classical and contemporary Western philosophical tradition with recent findings in cognitive science and related fields. In addition, life-long learners from the Berkshire Osher Life-Long Learning Institute will be paired with Williams students from all years and all readings from classical and contemporary western philosophy, and recent findings in the cognitive sciences will provide a context for intergenerational participants from the Osher Lifelong Learning Institute and Williams College to explore promising answers to fundamental questions like the following: What makes life most worth living? What is happiness? What are the components of human flourishing and how can they be best secured for as many people as possible, now and in the future? What kinds of answers can we anticipate from philosophical reflection and empirical research? Required reading: Selections from Plato *Crito*, *The Republic* and Aristotle *Nicomachean Ethics*; articles from psychology journals: books available at the college bookstore: Thomas Hurka *The Best Things in Life*; Jonathan Haidt *The Happiness Hypothesis*; Martin Seligman *Learned Optimism*; Williams MacAskill *Doing Good Better*. Adjunct Instructor Bio: Virginia O'Leary recede her Ph.D. in Social Psychology at Wayne State University in 1969. Her early research was on women and work. Later she focused on resilience and thriving in the face of adversity and gender in cross-cultural context. Adjunct Instructor Bio: Tom Hodgson received his MA in philosophy from Yale University, after majoring in philosophy and in religion at Williams. He taught philosophy and coached various sports at Phillips Academy for 40 years, helped found the urban squash program in Lawrence, MA, and directed summer programs in Kunming, China. He currently coaches squash at Williams.

Requirements/Evaluation: 10-page paper; short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: lottery; 15 williams students 15 OLI students

Grading: pass/fail only

Materials/Lab Fee: \$50 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 19 PSYC 19

Winter 2020

PHIL 25 (W) Eye Care and Culture in Nicaragua

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where student--in conjunction with optometrists who volunteer their time for the tri--will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip. We will spend nine days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students--in conjunction with the optometrists (usually three) who volunteer their time for the trip--will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings.

Requirements/Evaluation: class participation and journals as described above, along with on-site observation of the students; participation in the eye clinics

Prerequisites: none, though it is helpful to include three to six students who are fluent in Spanish

Enrollment Limit: 12

Enrollment Preferences: students will submit applications indicating why they want to take the course

Grading: pass/fail only

Materials/Lab Fee: \$3,350

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 Cancelled

PHIL 26 (W) Morocco

Students spend winter study in Morocco, a country at the intersection of the Middle East, Africa, and Europe. Threads of Islam, Arab traditions, and the heritage of the native Berber people are woven into a distinctive cultural tapestry, while traces of French colonialism can still be seen in the political and social structure. Travel there is a powerful way to introduce intellectual themes that require and reward a subtle blend of insight from history, literature, political science, religion, and philosophy. Students spend the first 8-10 days studying at the Center for Cross Cultural Learning (CCCL) in Rabat, attending lectures by local university faculty on various aspects of Moroccan history and culture, and taking introductory lessons in Moroccan Arabic. During this period students live with Moroccan host families in the Rabat medina. In the final week of the course, students travel in the interior of Morocco, exploring contemporary urban centers such as Fez, Marrakesh, and Casablanca along with remote Berber villages in the Atlas Mountains. Evaluation based on active participation in all lectures and language instruction; a 10- to 15-page research paper before the trip on some facet of Moroccan culture (e.g., politics, religion, literature, history, architecture, gender relations); a 5-page reflective addendum to the paper after returning from Morocco.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: 1-page essay describing background and interests in the course; interviews

Grading: pass/fail only

Materials/Lab Fee: \$3,600.

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Melissa J. Barry, Jana Sawicki

PHIL 30 (W) Senior Essay: Philosophy

Philosophy senior essay.

Class Format: senior essay

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jana Sawicki

PHIL 31 (W) Senior Thesis or Essay: Philosophy

To be taken by students registered for Philosophy 491 or 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jana Sawicki

PHIL 99 (W) Independent Study: Philosophy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jana Sawicki

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Chair and Director: Lisa Melendy

Assistant Professors: T. Adalsteinsson, K. App, A. Barrale, B. Barrale, E. Barron, T. Blumenauer, A. Cepeda, M. Creighton, P. Farwell, M. Gillis, D. Greenberg, K. Herman, J. Hillman, N. Hoey, S. Honecker, W. Kangas, C. Kelsey, S. Kuster, A. Lee, J. Lemieux, K. Levine, Z. Levy, S. Lewis, R. Livingstone, M. Mandel, P. Manning, G. McCormack, M. McDonough, L. Melendy, C. Miles, M. Pinard, M. Raymond, E. Sullivan, T. Verdell, K. Wachala. Instructors: D. Ackerson, K. Callahan-Koch.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed in the fulfillment of the requirement. Students must complete two physical education credits during the first year, all four physical education credits must be completed by the end of sophomore year if the student wishes to study abroad.

A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students. More information can be found at athletics.williams.edu/physical-education.

The following courses are offered at various times during the year:

Aqua Fitness

Badminton

Basketball

Bicycling

Boot Camp

Bowling

Canoeing

Core and Conditioning

Dance (African, Ballet, Modern)

Diving

Erg Fitness

Figure Skating

Futsal

Golf

Hiking

Ice Climbing

Kayaking

Lifeguarding

Lifetime Sports

Mountain Biking

Muscle Fitness

Outdoor Living Skills

Pickle Ball

Pilates

Rape Aggression Defense (RAD)

Rock Climbing

Rowing

Running

Skiing (Alpine and Cross Country)

Snowboarding

Snowshoeing

Soccer

Spinning

Squash

Street Hockey

Swim for Fitness

Swimming

Telemarking

Tennis

Trail Crew

Volleyball

Weight Training

Wellness

Wilderness Leadership

Yoga

Zumba

ASTRONOMY (Div III)

Chair: Professor Jay Pasachoff

- Kevin Flaherty, Lecturer in Astronomy and Hopkins Observatory Supervisor; affiliated with: Physics Department
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Physics Department
- Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

For the new era of "multimessenger astronomy": What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the recently discovered "chirps" from gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What do we learn about the Sun from total solar eclipses? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Kepler, K2 and TESS missions to discover planets around other stars, the latest huge telescopes and some results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 102 (S) Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? How has knowledge about Pluto been transformed by NASA's 2015 flyby and the associated ground-based studies with which Williams College faculty and students participate? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, an observing portfolio, and lab reports

Prerequisites: none

Enrollment Limit: 48

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, also producing light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. We are now therefore in the new era of multimessenger of astronomy. Further, the Hubble Space Telescope and the Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images are expected with the launch of the James Webb Space Telescope. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey and the Dark Energy Survey are giving clues into how the Universe's currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration

Requirements/Evaluation: two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: none; not open to students who have taken or are taking ASTR 330

Enrollment Limit: 48

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course

Distributions: (D3)

Not offered current academic year

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and

evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: discussion, observing sessions, and five labs per semester

Requirements/Evaluation: weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

ASTR 207 (F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance?

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester; as well as improvement in speaking and writing

Prerequisites: ASTR 111 or BIOL 101-102, CHEM 101-102, or GEOS 101 or equivalent science preparation; instructor's permission required

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, preference given to students who have had ASTR 111

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot, Kevin Flaherty

LAB Section: 02 M 7:00 pm - 9:40 pm Anne Jaskot, Kevin Flaherty

ASTR 217 (S) Planets and Moons

Cross-listings: ASTR 217 GEOS 217

Secondary Cross-listing

This course will examine the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises.

Requirements/Evaluation: one mid-term and one final exam, lab exercises, class participation

Prerequisites: any 100-level GEOS or any 100-level ASTR course, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Geosciences majors, Astronomy/Astrophysics majors, and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 217 (D3) GEOS 217 (D3)

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Rónadh Cox

LAB Section: 02 W 1:00 pm - 4:00 pm Rónadh Cox

ASTR 240 (F) Great Astronomers and Their Original Publications

Cross-listings: STS 240 LEAD 240 HSCI 240 ASTR 240 SCST 240

Primary Cross-listing

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels

dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 240 (D3) LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

ASTR 330 (S) The Nature of the Universe

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves from the merging of two massive stellar black holes more than a billion light-years away, galaxies and quasars, and formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

Class Format: discussion three hours per week

Requirements/Evaluation: two hour tests, a small observing portfolio, occasional quizzes, and a final exam

Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors

Enrollment Limit: 48

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors

Distributions: (D3)

Not offered current academic year

ASTR 336 (S) Science, Pseudoscience, and the Two Cultures

Cross-listings: ASTR 336 LEAD 336 HSCI 336

Primary Cross-listing

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using such recent journals as *The Skeptical Inquirer* and *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination

policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.

Requirements/Evaluation: biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 336 (D3) LEAD 336 (D3) HSCI 336 (D3)

Not offered current academic year

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars--the interstellar medium--manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment. In this course we will study the interstellar medium in its various forms. We will learn about many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Class Format: plus a 1-hour weekly lecture, computer lab work and observing projects

Requirements/Evaluation: tutorial presentations and weekly problem sets, an hour exam and observing projects

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

Cross-listings: ASTR 404

Primary Cross-listing

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Spring 2020

TUT Section: T1 TBA Anne Jaskot

ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

Class Format: discussion three hours per week

Requirements/Evaluation: classroom participation, homework assignments, a midterm exam and a final exam

Prerequisites: PHYS 201 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Not offered current academic year

ASTR 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Primary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Fall 2019

TUT Section: T1 TBA Jay M. Pasachoff

ASTR 493 (F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 494 (S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495 ASTR 495

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 495 (D3) ASTR 495 (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496 ASTR 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 496 (D3) ASTR 496 (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 497 (F) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Jay M. Pasachoff

ASTR 498 (S) Independent Study: Astronomy or Astrophysics

Astronomy independent study.

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Jay M. Pasachoff

ASTR 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499 ASTR 499

Secondary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

Fall 2019

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Spring 2020

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Winter Study -----

ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Majors may take this course with additional reading and assignments. Adjunct Bio: Rob Wittenmyer '98 is Professor of Astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with more than 20 published planet discoveries, and is the Chief Investigator of the Minerva-Australis observatory which is NASA's key Southern ground support for the Transiting Exoplanet Survey Satellite.

Requirements/Evaluation: 10-page paper

Prerequisites: none; majors may take this course with additional reading and assignments

Enrollment Limit: 20

Enrollment Preferences: preference will be given to first years and sophomores

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Rob Wittenmyer

ASTR 20 (W) France under the Nazis 1940-45: Democracy Abandoned, Antisemitism Unleashed

Cross-listings: ASTR 20 HIST 20

Primary Cross-listing

France was Europe's cultural avatar in the 17th century, father of the Rights of Man in the 18th century, Art Capital of the World in the 19th Century, and essential in the 20th to victory in World War I. How did it find itself subservient to the dictates of a foreign ruling power in 1940 and helpless to prevent the usurpation of its democracy? How did France fail to protect the very rights of man that it had long-struggled to establish and achieve? In this course we will examine what happened politically and socially during the Vichy regime of 1940 to 1945. And when Germany's hegemony was upended in 1945 with the victory of the Allies in World War II, how did the French explain to those allies, and to themselves, how France had achieved its salvation? To explain all this, we will examine break-through historical studies from the 1970s, novels written at the time of the occupation and popular today, films of the era and beyond, as well as examples of analyses of French and foreign thinkers following the war and continuing into this century. Classes will meet twice a week for 2-3 hours. Students will be responsible for daily reading of secondary sources in the reading packets. They will view on Glow films from the Vichy era and beyond and be asked to analyze and share their impressions. Each student will be assigned a novel set in Vichy times; they will prepare a concise report for the group and 5-page paper explaining how the novel confirmed or countered their impressions of the era. Adjunct Instructor Bio: Ms. Bowden graduated magna cum laude from Vassar College, studying European history there, and subsequently at Columbia University. She has taught history at independent schools in New York and in the Queen's College graduate Education division.

Requirements/Evaluation: active class participation re readings and film topics, 5-page paper assessing assigned novel, thoughtful synopsis for fellow students

Prerequisites: none, though knowledge of French enriches the experience

Enrollment Limit: 12

Grading: pass/fail only

Materials/Lab Fee: \$36 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 20 HIST 20

Winter 2020

LEC Section: 01 Cancelled

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32 ASTR 32

Primary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32 ASTR 32

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

ASTR 99 (W) Independent Study: Astronomy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jay M. Pasachoff

PHYSICS (Div III)

Chair: Associate Professor Frederick W. Strauch

- Daniel P. Aalberts, Professor of Physics
- Charlie Doret, Assistant Professor of Physics
- Kevin Flaherty, Lecturer in Astronomy and Hopkins Observatory Supervisor; affiliated with: Physics Department
- Graham K. Giovanetti, Assistant Professor of Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Physics Department
- Katharine E. Jensen, Assistant Professor of Physics
- Kevin M. Jones, William Edward McElfresh Professor of Physics
- Catherine Kealhofer, Assistant Professor of Physics; on leave 2019-2020
- Savan Kharel, Visiting Assistant Professor of Physics
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy
- Henrik Michael Ronellenfitsch, Assistant Professor of Physics
- Jefferson Strait, Visiting Professor of Physics
- Frederick W. Strauch, Chair and Associate Professor of Physics
- David R. Tucker-Smith, Professor of Physics
- William Wootters, Visiting Professor of Physics

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving critical thinking, problem-solving, and insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in Astrophysics. [More information about the Astrophysics major can be found on the Astronomy Department site.](#)

PHYSICS MAJOR

Introductory Courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141.

Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 130, 140, and 150 or 151). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

ADVANCED PLACEMENT

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar

course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

REQUIREMENTS FOR THE MAJOR

A total of ten courses, nine in physics and one in mathematics, are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses (eight in physics).

Required Physics Sequence Courses

Physics 141 Mechanics and Waves

or Physics 131 Introduction to Mechanics

Physics 142 Foundations of Modern Physics

or Physics 151 Seminar in Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics 210 Mathematical Methods for Scientists

Physics 301 Quantum Physics

Physics 302 Statistical Mechanics and Thermodynamics

Required Mathematics Course

Mathematics 150 or 151 (formerly 105 or 106) Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

Options

Mathematics 140 may be counted if taken at Williams.

Mathematics 209 or 309 may substitute for Physics 210.

Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).

An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.

Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.

Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

PREPARATION FOR ADVANCED STUDY

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics

ADVISING

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Here are answers to frequently asked questions related to study abroad:

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The laboratory component of Physics 301 serves as our "advanced lab course." Students often cannot get equivalent experience abroad and must take this when they return senior year (non-credit). Unless there has been a recent change, our own Oxford Program is one place students cannot get lab experience.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see Introductory Courses above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one-semester courses designed for non-majors, including Physics 107, Physics 108, and Physics 109.

PHYS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Primary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D3) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

PHYS 107 (F) Spacetime and Quanta (QFR)

Quantum mechanics and Einstein's relativity both drastically altered our view of the physical world when they were developed in the early twentieth century. In this course we will learn about the central concepts that define relativity and quantum mechanics, along with some of the diverse phenomena the two theories describe. These investigations will prepare us to discuss developments in condensed matter: explaining what makes materials different along with discussing exotic effects like superconductivity and superfluidity. We will also discuss recent developments in cosmology, where observations have produced a surprising picture for the make-up of our universe. This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry.

Class Format: lecture twice a week and conference section once a week (20 per conference section)

Requirements/Evaluation: weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: by seniority

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

PHYS 109 (F) Sound, Light, and Perception (QFR)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Class Format: each student will attend one lecture plus one conference section weekly

Requirements/Evaluation: class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students signing up for the Thursday 2:35 PM conference section must also be available on Thursdays from 1:10-2:25 PM

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This

course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24/lab

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am William K. Wootters

LAB Section: 02 M 1:00 pm - 4:00 pm Jefferson Strait

LAB Section: 03 T 1:00 pm - 4:00 pm Jefferson Strait

PHYS 141 (F) Mechanics and Waves (QFR)

This is the typical first course for a prospective physics major. It covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: high school physics and MATH 130 or equivalent placement

Enrollment Limit: 22 per lab

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen

LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 142 (S) Foundations of Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system.

This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' and computational sessions (limit 22 per lab, 18 per conference section)

Requirements/Evaluation: weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 18 per CON

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2020

LEC Section: 01 MW 11:00 am - 11:50 am Friday Org Mtg 11:00 am - 11:50 am Charlie Doret

CON Section: 02 F 11:00 am - 11:50 am Charlie Doret

CON Section: 03 F 12:00 pm - 12:50 pm Charlie Doret

LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 05 T 1:00 pm - 4:00 pm Charlie Doret

PHYS 151 (F) Seminar in Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Frederick W. Strauch

LAB Section: 02 W 1:00 pm - 4:00 pm Frederick W. Strauch

PHYS 201 (F) Electricity and Magnetism (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: problem sets, labs, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 20 per lab

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am David R. Tucker-Smith

LAB Section: 02 T 1:00 pm - 4:00 pm David R. Tucker-Smith

LAB Section: 03 W 1:00 pm - 4:00 pm David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Graham K. Giovanetti

LAB Section: 02 T 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 W 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210 PHYS 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 210 (D3) PHYS 210 (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts, David R. Tucker-Smith

PHYS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret

LAB Section: 02 T 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 05 R 1:00 pm - 4:00 pm Charlie Doret

PHYS 302 (S) Stat Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 10 per lab

Expected Class Size: 10 per lab

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Protik K. Majumder

LAB Section: 02 T 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 03 W 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 04 R 1:00 pm - 4:00 pm Protik K. Majumder

PHYS 312 (S) Philosophical Implications of Modern Physics (QFR)

Cross-listings: STS 312 PHIL 312 PHYS 312 SCST 312

Primary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 312 (D3) PHIL 312 (D3) PHYS 312 (D3) SCST 312 (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHYS 314 (S) Controlling Quanta (QFR)

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

Requirements/Evaluation: tutorial preparation and participation, weekly problem sets/papers, and a final project

Prerequisites: PHYS/MATH 210 or MATH 209 or MATH 250

Enrollment Limit: 10

Enrollment Preferences: sophomores and junior Physics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

TUT Section: T1 TBA Frederick W. Strauch

TUT Section: T2 TBA Frederick W. Strauch

PHYS 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 02 Cancelled

PHYS 316 (S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (QFR)

Cross-listings: PHYS 316 MATH 316

Secondary Cross-listing

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

Class Format: lecture

Requirements/Evaluation: homework sets and exams

Prerequisites: PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of instructors; students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted

Enrollment Limit: 50

Enrollment Preferences: discretion of the instructors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 316 (D3) MATH 316 (D3)

Not offered current academic year

PHYS 319 (F) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

Cross-listings: BIOL 319 CSCI 319 MATH 319 PHYS 319 CHEM 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Limit: 12

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 319 (D3) CSCI 319 (D3) MATH 319 (D3) PHYS 319 (D3) CHEM 319 (D3)

Attributes: BIGP Core Courses BIMO Interdepartmental Electives

Not offered current academic year

PHYS 321 (F) Introduction to Particle Physics (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: three hours a week

Requirements/Evaluation: weekly problem sets and a final exam

Prerequisites: PHYS 301, which may be taken concurrently, plus permission of instructor

Enrollment Limit: 15

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

PHYS 402 (S) Applications of Quantum Mechanics (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some

discussion of solid state systems.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 405 (F) Electromagnetic Theory (QFR)

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 10/section

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 F 1:10 pm - 2:25 pm Daniel P. Aalberts

TUT Section: T2 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

TUT Section: T3 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet once a week as a whole to discuss new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: 10/section

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

PHYS 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Secondary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S.

from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Fall 2019

TUT Section: T1 TBA Jay M. Pasachoff

PHYS 418 (S) Gravity (QFR)

This course is an introduction Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301 or PHYS 405 or PHYS 411

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am David R. Tucker-Smith

PHYS 451 (S) Condensed Matter Physics (QFR)

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

Requirements/Evaluation: weekly readings and problem sets, and exams

Prerequisites: PHYS 301, PHYS 302 (may be taken simultaneously) preferred; or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Physics majors

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: MTSC Courses

Not offered current academic year

PHYS 493 (F) Senior Research: Physics

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of department; senior course

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Frederick W. Strauch

PHYS 494 (S) Senior Research: Physics

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of department; senior course

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Frederick W. Strauch

PHYS 495 (F) Senior Research: Astrophysics

Cross-listings: PHYS 495 ASTR 495

Secondary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 495 (D3) ASTR 495 (D3)

Fall 2019

HON Section: 01 TBA Jay M. Pasachoff

PHYS 496 (S) Senior Research: Astrophysics

Cross-listings: PHYS 496 ASTR 496

Secondary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of department

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 496 (D3) ASTR 496 (D3)

Spring 2020

HON Section: 01 TBA Jay M. Pasachoff

PHYS 497 (F) Independent Study: Physics

Physics independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Frederick W. Strauch

PHYS 498 (S) Independent Study: Physics

Physics independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Frederick W. Strauch

PHYS 499 (F)(S) Physics and Astronomy Colloquium

Cross-listings: PHYS 499 ASTR 499

Primary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome.

Registration is not necessary to attend. A non-credit course.

Class Format: colloquium

Requirements/Evaluation: not a for-credit course

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Grading: non-graded

Unit Notes: registration not necessary to attend

Distributions: No divisional credit

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 499 No divisional credit ASTR 499 No divisional credit

Fall 2019

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Spring 2020

LEC Section: 01 F 2:30 pm - 4:00 pm Frederick W. Strauch

Winter Study -----

PHYS 10 (W) Light and Holography

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussions. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well-equipped holography darkrooms available for student use. At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. The later part of the month will be mainly open laboratory time during which students, working in small groups, will conduct an independent project in holography approved by the instructor. Attendance at lectures and laboratory is required.

Requirements/Evaluation: regular attendance, completion of 4 laboratory exercises, and a holography laboratory project (approved by the instructor) with a poster presentation to the class at the end of WSP; attendance at all classes and labs is required for a passing grade

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference to students with no physics above Physics 109; then seniors, juniors, sophomores and first-years

Grading: pass/fail only

Materials/Lab Fee: \$50

Winter 2020

LEC Section: 01 MTWR 10:00 am - 11:50 am Frederick W. Strauch, Kevin R. Forkey

PHYS 12 (W) Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will develop your ability to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. The class will meet twice a week on Tuesday and Thursday mornings. Students will also be required to keep a sketchbook for all assignments (both in class and out-of-class work) and complete a final project. There will be a final exhibition of student work on the last day of class. Adjunct Instructor Bio: Stella Ehrich is a professional painter whose work includes portraits, landscapes and still life subjects. She studied for seven years at Studio Simi in Florence, she holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art. Stella studied for seven years in Florence, Italy in the studio of Nerina Simi and latter earned an Master's degree from Bennington College with a concentration in painting. She is a portrait painter who lives and works in Vermont.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$12

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Stella Ehrich

PHYS 14 (W) Experimental Music: Species, Monsters, and Things Artificial

Cross-listings: PHYS 14 MUS 14

Primary Cross-listing

In this project-based course we will make rooms into resonant instruments, create topographies of sound through interference patterns, and temper our tastes through chance procedures. We will study the tradition of North American experimental music through listening, performing, composing, and reading. Students will complete audio editing assignments in the software *Reaper* and carry out composition/performance projects. Listening and reading will be assigned for most class meetings. For the final project students will make a piece of experimental music. "If this word 'music' is sacred and reserved for 18th- and 19th-century instruments, we can substitute a more meaningful term: organization of sound." So wrote John Cage in 1937, voicing the new attitude of the experimental music tradition. In this class we explore the expanded field of the modes of intervention into the flux of sound. Adjunct Instructor Bio: Daniel Fox is a composer and a mathematician based in New York City. His writing has appeared in *Hyperallergic*, *Van Magazine*, *Perspectives of New Music*, and *Transactions of the American Mathematical Society*. His compositions have been performed by the Jack Quartet, Mivos Quartet, Talea Ensemble, Miranda Cuckson, and Contemporaneous. His doctoral dissertation is on the role of acoustic resonance in American experimental music. His website is thoughtstooedefinite.com.

Requirements/Evaluation: short technical assignments, two mid-term projects, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$20

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 14 MUS 14

Winter 2020

LEC Section: 01 Cancelled

PHYS 15 (W) Cooking for the Real World

Students will learn the basic cooking techniques needed to survive for their lives after graduation. They will learn how to make cookies, pasta, pies, protein cookery, and knife skills to better prepare themselves after their time at William's. Please when applying for the class include year of graduation and why food matters so much to you. Normally students will email me why and how food means to them. Emails will help determine who gets into the class of 10. Adjunct Instructor Bio: CJ Hazell is currently working in Williams' dining services, preparing meals for over 2000 students. Prior to coming to the college, he ran a small cafe and before that was the kitchen manager and saucier at a French Fine Dining establishment.

Requirements/Evaluation: students will write a reflection comparing their initial email application and what they have learned throughout class

Prerequisites: Junior or Senior

Enrollment Limit: 10

Enrollment Preferences: email application explaining how much food means to them

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWR 4:00 pm - 7:00 pm CJ Hazell

PHYS 16 (W) The Way Things Work

How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What's inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we'll explore the way things work! Class will meet four afternoons a week for a mixture of lecture, discussion, build time, local field trips, and lots of hands--on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinker-time. Early in the course we'll

team-engineer and build a large project as a class. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice. These will culminate in either building a final project with a short writeup or writing a 6-page paper, and a presentation to the class.

Requirements/Evaluation: class participation; midterm group project; final project with short writeup or a 6-page paper; presentation of final project/paper to the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: by seniority, and by requesting an interest statement

Grading: pass/fail only

Materials/Lab Fee: \$40 and approximately \$35 for books

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Katharine E. Jensen

PHYS 22 (W) Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Class Format: to be arranged with instructor

Requirements/Evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work

Prerequisites: permission of instructor

Enrollment Limit: 1-2

Enrollment Preferences: permission of instructor

Grading: pass/fail only

Winter 2020

LEC Section: 01 TBA Frederick W. Strauch

PHYS 31 (W) Senior Research: Physics

To be taken by students registered for Physics 493, 494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Frederick W. Strauch

PHYS 32 (W) Senior Research: Astrophysics

Cross-listings: PHYS 32 ASTR 32

Secondary Cross-listing

To be taken by students registered for Astrophysics 495, 496.

Class Format: independent study

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 32 ASTR 32

Winter 2020

HON Section: 01 TBA Jay M. Pasachoff

PHYS 99 (W) Independent Study: Physics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Frederick W. Strauch

POLITICAL ECONOMY (Div II)

Chair: Professor Sara LaLumia

Advisory Committee

- Jon M. Bakija, W. Van Alan Clark '41 Third Century Professor in the Social Sciences; on leave Spring 2020
- William M. Gentry, Professor of Economics; on leave Fall 2019
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; on leave Spring 2020
- Sara LaLumia, Professor of Economics, Chair of Political Economy Program
- James E. Mahon, Woodrow Wilson Professor of Political Science, Chair of Advisory Committee on Shareholder Responsibility
- James McAllister, Chair of Leadership Studies & Fred Greene Third Century Professor of Political Science; affiliated with: Leadership Studies Program
- Darel E. Paul, Professor of Political Science; on leave 2019-2020
- Lara D. Shore-Sheppard, Chair and Kimberly A. '96 and Robert R. '62 Henry Professor of Economics
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping public policy. The major includes substantial study of the central analytical approaches in both Political Science and Economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. These courses are designed by, and usually are taught jointly by, political scientists and economists. Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through introductory courses in Economics and Political Science, a course in empirical methods, and elective courses in international, domestic and comparative economics, politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

MAJOR

The Political Economy major requires students to complete eleven (11) courses: two introductory courses each in Economics and Political Science; one empirical methods course; three core courses specific to the Political Economy Program; and three electives, one from each of three categories. In order to balance students' educations, majors must take at least one elective in Economics and one elective in Political Science; the third elective may come from either Economics or Political Science. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to the making or effect of public policy. The purpose of the experiential education requirement is for the student to get out into the world and interact with people in cases where the stakes are real, often involving some element of community service or participation in the political process or in the making of or analysis of public policy, in order to learn something about public policy that one cannot get from a purely academic experience. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester-length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The chair distributes a list of approved experiential courses to majors at the beginning of each academic year. For an internship to satisfy the requirement, its focus must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

Two Introductory Economics Courses

ECON 110 Principles of Microeconomics

ECON 120 Principles of Macroeconomics

Two Introductory Political Science Courses

For students in the class of 2019 and earlier:

PSCI 201 Power, Politics, and Democracy in America

or PSCI 203 Introduction to Political Theory

PSCI 202 World Politics: An Introduction to International Relations

or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

For students in the class of 2020 and later:

PSCI 201 Power, Politics, and Democracy in America

PSCI 202 World Politics: An Introduction to International Relations

or PSCI 203 Introduction to Political Theory

or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

One Empirical Methods Course

POEC 253 Empirical Methods in Political Economy

or ECON 255 Econometrics

Three Political Economy Program Courses

POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics

POEC 401 Contemporary Problems in Political Economy

POEC 402 Political Economy of Public Policy Issues

Three Elective Courses

Students must take at least one elective in Economics and at least one elective in Political Science; the third elective may come from either Economics or Political Science.

Please see the online catalog for up-to-date information on which courses are being offered in the current year.

One Comparative Political Economy/Public Policy Course

[ECON 204 / ENVI 234\(S\)Economics of Developing Countries](#)

Taught by: [Michael Samson](#)

[Catalog details](#)

[ECON 213 / ENVI 213\(S\)Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 214 T / ENVI 212 / POEC 214\(S\)The Economics and Ethics of CO2 Offsets](#)

Taught by: [Ralph Bradburd](#)

[Catalog details](#)

[ECON 228 T / ENVI 228Water as a Scarce Resource](#)

Taught by: [Ralph Bradburd](#)

[Catalog details](#)

[ECON 232Financial Markets, Institutions and Policies](#)

Taught by: Neal Rappaport

[Catalog details](#)

[ECON 233\(F\)Behavioral Economics and Public Policy](#)

Taught by: [Matthew Chao](#)

[Catalog details](#)

[ECON 238 / ENVI 238\(F\)Sustainable Economic Growth](#)

Taught by: [Gregory Casey](#)

[Catalog details](#)

[ECON 240 TColonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 242Evaluating the Costs and Benefits of Public Policies](#)

Taught by: [Mikael Svensson](#)

[Catalog details](#)

[ECON 377\(F\)Inspiration/Perspiration: The Economics of Innovation](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 378\(F\)Long-Run Perspectives on Economic Growth](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 380 / ECON 519Population Economics](#)

Taught by: [Lucie Schmidt](#)

[Catalog details](#)

[ECON 381Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 390 T / ECON 536Financial Crises: Causes and Cures](#)

Taught by: [Gerard Caprio](#)

[Catalog details](#)

[ECON 394European Economic History](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 453\(S\)Research in Labor Economics and Policy](#)

Taught by: [Owen Thompson](#)

[Catalog details](#)

[ECON 455Research in Economic History](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 465Pollution and the Labor Market](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 470\(S\)The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 476\(F\)Behavioral Economics: Theory and Methods](#)

Taught by: [Matthew Chao](#)

[Catalog details](#)

[ECON 477 / ENVI 376Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 501\(F\)Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 504\(F\)Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 505\(F\)Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)

[Catalog details](#)

[ECON 510 / ECON 352\(S\)Financial Development and Regulation](#)

Taught by: [Gerard Caprio](#)

[Catalog details](#)

[ECON 514 / ECON 389\(S\)Tax Policy in Global Perspective](#)

Taught by: [William Gentry](#)

[Catalog details](#)

[ECON 523 / ECON 379\(S\)Program Evaluation for International Development](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 532 T\(S\)Inclusive Growth: The Role of Social Safety Nets](#)

Taught by: [Michael Samson](#)

[Catalog details](#)

[ECON 534 T\(S\)Long Term Fiscal Challenges](#)

Taught by: [Peter Heller](#)

[Catalog details](#)

[ENVI 283 / PSCI 283Dirty Politics: Regulating Hazardous Chemicals and Wastes](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[PSCI 224\(F\)Neo-liberalism: What Is It and Why Does It Matter?](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

[PSCI 241 / SOC 241 Meritocracy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[PSCI 243 / AFR 256 Politics of Africa](#)

Taught by: [Ngonidzashe Munemo](#)

[Catalog details](#)

[PSCI 247 Political Power in Contemporary China](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 248 T\(F\) The USA in Comparative Perspective](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 268 Israeli Politics](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

[PSCI 340 Why States Fail: Political Violence at the End of the 20th Century](#)

Taught by: TBA

[Catalog details](#)

[PSCI 351 / GBST 351 The New Left and Neoliberalism in Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 352 / GBST 352 Politics in Mexico](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 354 / ASST 245 / HIST 318\(F\) Nationalism in East Asia](#)

Taught by: [George Crane](#)

[Catalog details](#)

One International Political Economy Course

[ECON 215 / GBST 315 Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 219 T Global Economic History](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 360 Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 514 / ECON 389\(S\) Tax Policy in Global Perspective](#)

Taught by: [William Gentry](#)

[Catalog details](#)

[ECON 515 / ECON 359\(S\) Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 516 / ECON 366 International Trade and Development](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 535 T International Financial Institutions](#)

Taught by: [Edwin Truman](#)

[Catalog details](#)

[ECON 537 T Developing Money and Capital Markets](#)

Taught by: [Eli Remolona](#)

[Catalog details](#)

[ENVI 328 / PSCI 328 Global Environmental Politics](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[MAST 351 / PSCI 319 / ENVI 351\(F, S\) Marine Policy](#)

Taught by: [Catherine Robinson Hall](#)

[Catalog details](#)

[PSCI 160 T Refugees in International Politics](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 223 International Law](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 228\(S\)International Organization](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 229Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[PSCI 265\(S\)The International Politics of East Asia](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 321Immigration Politics in the U.S.](#)

Taught by: [Matthew Tokeshi](#)

[Catalog details](#)

One U.S. Political Economy and Public Policy Course

[ECON 203 / WGSS 205Gender and Economics](#)

Taught by: [Lucie Schmidt](#)

[Catalog details](#)

[ECON 205\(F\)Public Economics](#)

Taught by: [Sara LaLumia](#)

[Catalog details](#)

[ECON 209Labor Economics and Policy](#)

Taught by: TBA

[Catalog details](#)

[ECON 229Law and Economics](#)

Taught by: [Don Carlson](#)

[Catalog details](#)

[ECON 257\(S\)The Economics of Race](#)

Taught by: [Owen Thompson](#)

[Catalog details](#)

[ECON 348Economics of Education](#)

Taught by: [Melinda Petre](#)

[Catalog details](#)

[ECON 374 TPoverty and Public Policy](#)

Taught by: [Lara Shore-Sheppard](#)

[Catalog details](#)

[ECON 456\(F\)Income Distribution](#)

Taught by: [Sara LaLumia](#)

[Catalog details](#)

[ECON 457Public Economics Research Seminar](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 468Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[ECON 538 T\(S\)Resilience and Macroeconomic Policy](#)

Taught by: [Ralph Chami](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\)Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[PSCI 208\(F\)Wealth in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 209 / WGSS 209Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 211Do the People Govern? U.S. Public Opinion and Mass Political Behavior](#)

Taught by: [Matthew Tokeshi](#)

[Catalog details](#)

[PSCI 214Racial and Ethnic Politics in America](#)

Taught by: [Matthew Tokeshi](#)

[Catalog details](#)

[PSCI 215 / LEAD 215\(S\)Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 216 / LEAD 216 American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 217 / LEAD 217 American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 218 / LEAD 218 The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 308 In Search of the American State](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 314 / LEAD 314\(S\) How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 315\(F\) Parties in American Politics](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 316 Policy Making Process](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 318 Race, Public Opinion, and Campaigns](#)

Taught by: [Matthew Tokeshi](#)

[Catalog details](#)

CREDIT FOR COURSEWORK DONE ELSEWHERE

The three Political Economy Program courses (POEC 250, 401, and 402) must be completed at Williams without exception. Students are strongly encouraged to complete the empirical methods course (POEC 253 or ECON 255) and PSCI 201 at Williams, as versions of these courses offered elsewhere are usually highly imperfect substitutes that will not provide adequate preparation for the senior seminars; students may in rare cases be able to complete either of these requirements during study at another college or university (e.g. during study abroad), but only with prior permission from the chair. The three electives and other introductory courses in Political Science may be completed during study at another college or university (e.g. during study abroad) with permission of the chair. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, or Comparative Government and Politics may receive credit towards the major for the cognate introductory economics or political science course(s). Credit for A levels and IB exams in Economics and for introductory microeconomics and macroeconomics classes taken at other colleges and universities (subject to approval by the Economics department study away coordinator) is given consistent with the current policy of the Economics Department. No substitute higher-level coursework is required for majors receiving credit in this way, although it is certainly encouraged. Students in the class of 2019 and earlier who score a 5 on the AP exam in U.S. Government and Politics may receive credit towards the major for the cognate introductory political science course(s). Students in the class of 2020 and later classes cannot substitute AP credit for PSCI 201.

RECOMMENDED PROGRESSION THROUGH THE REQUIRED MAJOR COURSES

Students considering a major in Political Economy are encouraged to begin with ECON 110 and 120 and any one of PSCI 201, 202, 203, or 204 in their first year, as these courses are the prerequisites or co-requisites for POEC 250. All prospective POEC majors are encouraged to take PSCI 201, and indeed are required to do so if they are in the class of 2020 or later, as it provides tools of political analysis that will be essential for the projects all POEC majors will undertake in POEC 402. Students should plan to complete both of their two required introductory PSCI courses during either the first or second year at Williams, as first- and second-year students get enrollment preference in these classes. Students should plan to take POEC 250 and POEC 253 (or ECON 255) during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 253 are offered only in the fall, and that ECON 255 requires STAT 161, STAT 201, or STAT 202 as a prerequisite (STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018). POEC 401, taken fall of senior year, requires POEC 253 or ECON 255 as a prerequisite, so that prerequisite must be completed before the start of senior year. Students should also get started on their electives during sophomore and junior year.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by the end of the first week after spring vacation. Written guidelines for such proposals are available in the chair's

office and on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. Since POEC 250 and POEC 253 are offered in the fall, students considering spending only one semester abroad often find spring to be the better choice. Nonetheless, many students study away for the fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to be abroad in the fall should take POEC 250 in their sophomore year if at all possible. Similarly, it is necessary to plan ahead to find the best way to satisfy the empirical methods requirement (POEC 253 or ECON 255) before the fall of the senior year. The easiest major credits to obtain abroad are the electives in Political Science and Economics.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, although because so many of the classes in the program are Williams-specific, there is an effective limit of 2-3.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Only Economics or Political Science courses can be awarded credit, and they must satisfy one of the elective categories (or in rarer cases one of the ECON or PSCI intro requirements).

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The POEC major requires 3 specific POEC courses (250, 401, and 402), and one empirical methods course (POEC 253 or ECON 255). The POEC courses are only offered in a single semester (fall for 250, 253, and 401 and spring for 402), and 401 and 402 must be taken in the senior year. 253 can be replaced with ECON 255, which is offered in fall or spring, but ECON 255 has an additional prerequisite of STAT 161, STAT 201, or STAT 202 (STAT 101 can also serve as a prerequisite, but only if taken prior to the fall of 2018).. Studying abroad in POEC requires careful planning.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

No, but students have discovered upon reaching their destination that the course is different than described so were forced to change or not count the course.

POEC 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon

emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

POEC 250 (F) Economic Liberalism and Its Critics (WS)

Cross-listings: POEC 250 ECON 299 PSCI 238

Primary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250 (D2) ECON 299 (D2) PSCI 238 (D2)

Writing Skills Notes: Students write at least eight 650-word graded reaction papers, across twelve weekly opportunities, during the semester. An

instructor meets with each student after the first few weeks to go over their work and to discuss methods of composition.

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

POEC 253 (F) Empirical Methods in Political Economy (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal--an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: discussion

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 25

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Anand V. Swamy

POEC 397 (F) Independent Study: Political Economy

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Sara LaLumia

POEC 398 (S) Independent Study: Political Economy

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Sara LaLumia

POEC 401 (F) Contemporary Problems in Political Economy

This course examines contemporary problems in political economy in the United States and across the developed world. Using both Economics and Political Science methods of analysis, students study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with a discussion of the philosophical foundations of economic policy-making. We then discuss welfare states in comparative perspective with special attention to the development of the American welfare regime. The remainder of the course is dedicated to particular issue areas of contemporary concern: pensions, health insurance, education, family policy, and immigration. The goal of this course is to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy projects they will do in POEC 402.

Requirements/Evaluation: one 8- to 10-page paper; one 12- to 15-page paper; in-class group presentations; class participation

Prerequisites: ECON 110 and 120; PSCI 201; PSCI 202, 203, or 204, or equivalent; POEC 253 or ECON 255 or equivalent, or permission of instructor; open to non-majors

Enrollment Limit: 20

Enrollment Preferences: Political Economy majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: GBST Economic Development Studies Electives POEC Required Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm David J. Zimmerman

POEC 402 (S) Political Economy of Public Policy Issues

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Class Format: student presentations

Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation

Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

Grading: no pass/fail option, no fifth course option

Unit Notes: required for the Political Economy major

Distributions: (D2)

Attributes: EXPE Experiential Education Courses POEC Required Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm William M. Gentry, Sidney A. Rothstein

POEC 493 (F) Honors Thesis: Political Economy

Political Economy independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Sara LaLumia

Winter Study -----

POEC 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Secondary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$10

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TWR 1:00 pm - 2:50 pm Sara LaLumia

POEC 31 (W) Honors Thesis: Political Economy

To be taken by students registered for Political Economy 493.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Sara LaLumia

POEC 99 (W) Independent Study: Political Economy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Sara LaLumia

POLITICAL SCIENCE (Div II)

Chair: Professor Mark Reinhardt

- Arturo Chang, Gaius Charles Bolin Fellow in Political Science
- George T. Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science; affiliated with: Asian Studies Department
- Justin Crowe, Associate Professor of Political Science; affiliated with: Leadership Studies Program; on leave 2019-2020
- Laura D. Ephraim, Associate Professor of Political Science, Chair of Science and Technology Studies
- Galen E Jackson, Assistant Professor of Political Science
- Joy A. James, Ebenezer Fitch Professor of Humanities; affiliated with: Political Science Department; on leave Fall 2019
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; on leave Spring 2020
- Michael D. MacDonald, Frederick L. Schuman Professor of International Relations
- James E. Mahon, Woodrow Wilson Professor of Political Science, Chair of Advisory Committee on Shareholder Responsibility
- Aleksandar Matovski, Sorkin Visiting Assistant Professor of Political Science
- James McAllister, Chair of Leadership Studies & Fred Greene Third Century Professor of Political Science; affiliated with: Leadership Studies Program
- Nicole E. Mellow, Professor of Political Science; affiliated with: Leadership Studies Program
- Ngonidzashe Munemo, Associate Dean for Institutional Diversity, Equity and Inclusion, Professor of Political Science; affiliated with: Political Science Department, Global Studies; on leave Fall 2019
- Nimu Njoya, Assistant Professor of Political Science
- Darel E. Paul, Professor of Political Science; on leave 2019-2020
- Mark T. Reinhardt, Chair and Class of 1956 Professor of American Civilization; affiliated with: American Studies Program
- Neil Roberts, Chair and Associate Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Religion Department, Political Science Department
- Sidney A. Rothstein, Assistant Professor of Political Science
- Cheryl Shanks, Professor of Political Science; on leave Fall 2019
- Matthew Tokeshi, Assistant Professor of Political Science; on leave 2019-2020
- Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; affiliated with: Political Science Department

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

MAJOR

Subfield Concentration Route: Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield

courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

Individual Concentration Route: Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has their choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), they may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired at the beginning of junior year with an advisor who will continue with them through graduation.

COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits. In general, the main subfield of non-core courses can be read from the middle digit of the course number: 0 or 1 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 5 for comparative politics; and 8 for non-subfield electives.

WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. It also depends which institution they are attending. If we have experience with it (Oxford, LSE) it is easier for us to approve.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Typically we allow as many as two courses to count for major credit. In some circumstances, when a student spends a year abroad, we may consider three.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No although this depends on the course. If, after considering description and institution we feel it is not rigorous enough, we will not count it.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. We do not allow the senior seminar requirement to be fulfilled by study abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No. One such required course (either Ancient or Modern Political Thought for those specializing in political theory within the major) can be fulfilled by an appropriate study abroad course.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

Yes, usually because of communications breakdown where the student did not keep department adequately informed of evolving plans.

PREPARATION FOR GRADUATE STUDY

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, (3) have a record of academic excellence in Political Science. The last includes not only the student's cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

PSCI 118 (F) Power to the People?

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, and contestation over basic citizenship rights. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions by actively consulting political theory and empirical research in the social sciences. Our investigation will include class-time collaboration with a similarly structured undergraduate course being taught by a sociologist at the University of North Carolina and may include an optional weekend study trip.

Requirements/Evaluation: active class participation, three 5-page essays, several short additional writing assignments, and class presentation

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSCI American Politics Courses

Not offered current academic year

PSCI 120 (S) America and the World

Cross-listings: PSCI 120 GBST 101 LEAD 120

Primary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture/discussion

Requirements/Evaluation: short papers, class participation, and final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 120 (D2) GBST 101 (D2) LEAD 120 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

Cross-listings: PSCI 125 LEAD 125

Secondary Cross-listing

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

Class Format: discussion

Requirements/Evaluation: active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Unit Notes: subfield open in Political Science major

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 125 (D2) LEAD 125 (D2)

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 127 (S) America First? The Trump Era and the Future of World Politics

Cross-listings: LEAD 127 PSCI 127

Primary Cross-listing

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Requirements/Evaluation: two analytical essays, short response papers, and final group project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: potential political science majors and leadership studies concentrators (foreign policy track)

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 127 (D2) PSCI 127 (D2)

Attributes: PSCI International Relations Courses

Spring 2020

LEC Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm James McAllister, Chris Gibson

PSCI 132 (F) Contemporary Africana Social and Political Philosophy

Cross-listings: PSCI 132 AFR 132 AMST 132

Secondary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and one 10-page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: first- and second-year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 132 (D2) AFR 132 (D2) AMST 132 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 135 (S) Politics After the Apocalypse

Cross-listings: STS 135 PSCI 135

Primary Cross-listing

The zombies are coming! Climate change will destroy us! Bird-flu pandemic! To our horror and delight, reminders are everywhere that the end is near. Some of these projected apocalypses are alarmist, some fanciful...and others all too realistic. What shape will politics take after the apocalypse? What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? And what does it say about politics today that we are so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? In this class, we reconsider what politics is and should be by contemplating accounts of its destruction and rebirth in television, film, literature, activism, social science, and critical theory. We will approach these sources as analogous to political theory's classic thought experiment of the "state of nature" and social contract. We will explore family resemblances between apocalyptic narratives and key concepts in political theory: the state of exception, (post)millennialism, and anarchy. And we will consider what it suggests about our time that we are so eager to imagine ourselves at the beginning of the end.

Requirements/Evaluation: "close reading" assignment of 3-5 pages, two 5- to 7-page papers, one short story (12-20 pages and including an explanatory cover letter), and class participation

Prerequisites: first- or second-year students, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: first-year students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 135 (D2) PSCI 135 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Laura D. Ephraim

PSCI 150 (F) Democracy and the State: A Comparative Study

Cross-listings: GBST 101 PSCI 150

Secondary Cross-listing

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 101 (D2) PSCI 150 (D2)

Not offered current academic year

PSCI 160 (S) Refugees in International Politics (DPE)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants, evaluate international organizations' roles in managing population displacement, and consider refugee camps in theory and example. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: eleven graded essays: five primary, five critique, and one statement

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Refugees are, by definition, those persecuted because of their political allegiance or membership in an ethnic, racial or religious group; having lost the protection that nationality should give them, they become de facto stateless. This course examines the way in which states oppress people and the question of why we privilege these categories of oppression.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

PSCI 178 (F) Music and Politics

Cross-listings: PSCI 178 MUS 178

Secondary Cross-listing

This course examines how musical sound and musical discourse change, enable, and inhibit citizen formation and the functioning of a well-ordered society. We will take a very wide definition of "politics," as music can have political meaning and effects far beyond national anthems and propaganda. For instance, musical sound is often read as a metaphor for political structures: eighteenth-century commentators pointed out that string quartets mirrored reasoned, democratic discourse, and twentieth-century critics made similar arguments about free jazz. Beliefs about music can serve as a barometer for a society's non-musical anxieties: Viennese fin-de-siècle critics worried that the sounds and stories of Strauss's operas were causing moral decline, an argument that should be familiar to anyone who reads criticism of American popular music. Finally, a pervasive strand of Romantic thought holds that (good) music, by its nature, is apolitical--what might it mean to deny social relevance to an entire field of human expression? We will read classic philosophical texts on art and politics by Schiller, Kant, Schopenhauer, Marx, Adorno, and others, and pair them with contextual studies of works of Western classical music from the last two hundred years and popular music of the last hundred years.

Class Format: tutorial

Requirements/Evaluation: Students will be expected to write a 5-7 page paper every other week, and submit written comments on their tutorial partner's paper in off weeks.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 178 (D1) MUS 178 (D1)

Not offered current academic year

PSCI 201 (F)(S) Power, Politics, and Democracy in America

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary

documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

Class Format: discussion

Requirements/Evaluation: depending on the section, some combination of response papers, short-to-medium papers, exams, and class participation

Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Required Courses PSCI American Politics Courses

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Cathy M. Johnson

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole E. Mellow

PSCI 202 (F)(S) World Politics: An Introduction to International Relations

"World politics is often taken to be an arena of human interaction unto itself, where the concepts which serve us well in understanding domestic politics and our everyday public lives -- democracy, law, morality, authority -- are displaced by their opposites -- rule by the strong, use of force, *raison d'état*, anarchy. In particular, the discipline of International Relations claims special responsibility for analyzing and explaining this arena. But is world politics really so different? We now live in a world in which resolutions of the United Nations Security Council carry the aura of law and authority; human rights are held up as universal moral standards; international treaties regularly restrain supposedly sovereign states in regulating their domestic economies; and the vast majority of wars are now 'civil' ones. This course is about politics at the world scale and the myriad ways in which scholars and practitioners interpret and explain it."

Requirements/Evaluation: some combination of short papers, midterm exam/paper, final exam, and class participation

Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with permission of instructor and under special circumstances (Fall Only)

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores intending to major in Political Science

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC Required Courses PSCI International Relations Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm James McAllister

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Galen E Jackson

PSCI 203 (F)(S) Introduction to Political Theory

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? Where does it apply? To whom? What are the powers and obligations of citizenship? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how people can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, drawing examples from struggles over such matters as racism, colonialism, revolution, political founding, economic order, and the politics of sex and gender, while focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Mill, Marx, Nietzsche, Beauvoir, Arendt, Fanon, Rawls, Foucault, and Young. Themes may include power, authority, obligation, freedom, justice, equality, democracy, liberalism, capitalism, feminism, and violence, though the emphases will vary from semester to semester.

Class Format: discussion

Requirements/Evaluation: two or three papers; some sections also have a final exam

Prerequisites: none; this is an introductory course, open to all, including first-year students

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LEAD Ethical Issues of Leadership PHIL Related Courses POEC Required Courses PSCI Political Theory Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Nimu Njoya

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mark T. Reinhardt

PSCI 204 (F)(S) Introduction to Comparative Politics: Nationalism, Religion, and State Power

Even in today's era of unprecedented interdependence between countries in the World, the old adage that most, if not all, politics is local remains valid as ever. Why are some countries stable and orderly and others afflicted by crime, corruption and conflict? Why some countries remain under authoritarian rule, when so many others have embraced democracy? How have some regions of the world managed to become rich and prosperous while others remain poor? The field of comparative politics explores these and many other questions, which despite their profound impact on international affairs, remain largely rooted in domestic politics. This course will provide an introduction to some of the most fundamental issues and key methods in comparative politics. The topics covered will include the rise of the state and its role in the economy and society, the origins and impact of political regimes and political institutions, such as systems of government and electoral systems, the role of political parties, interest groups and social movements, and questions of identity, ethnic and religious conflict, political violence, civil war and revolution. As we cover these substantive issues, we will also practice using the comparative method: how to systematically compare cases to increase our knowledge of a trait they share, or a trait on which they differ. For both the substantive and methodological segments of the course, we will study and contrast select case studies of countries from throughout the World.

Requirements/Evaluation: four 2-page essays and a final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-years and sophomores

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Required Courses PSCI Comparative Politics Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am George T. Crane

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Aleksandar Matovski

PSCI 206 (F) Dangerous Leadership in American Politics

Cross-listings: LEAD 206 PSCI 206

Primary Cross-listing

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?". A common assumption is that those who do it well--whether in the presidency, the parties, social movements, organizations, or local communities--are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention--as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 206 (D2) PSCI 206 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

PSCI 208 (F) Wealth in America (WS)

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Requirements/Evaluation: four 5-page papers and a final 10-page paper that is a revision and extension of a short paper

Prerequisites: none; not suitable for first-year students

Enrollment Limit: 19

Enrollment Preferences: Political Science majors with concentration in American politics and Political Economy majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: American concentration

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, peer review, and a revision of extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

PSCI 209 (F) Poverty in America

Cross-listings: PSCI 209 WGSS 209

Primary Cross-listing

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: discussion

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 209 (D2) WGSS 209 (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 211 (S) Do the People Govern? U.S. Public Opinion and Mass Political Behavior

America's founding documents explicitly state that the will of the people is the authority upon which our government rests. But do the people actually govern, and should they? Pessimists point out that most Americans know very little about politics and lack coherent political views, are easily manipulated by media and campaigns, and are frequently ignored by public officials anyway. Optimists counter that, even if individuals are often ignorant and/or confused about politics, in the aggregate, the public sends a coherent signal to public officials, who usually carry out the public's general wishes. In addition to engaging this debate about what the public thinks about politics, we will also explore how people behave in the political realm. What are the forces that shape whether citizens pay attention to politics, vote, work on campaigns, protest, or engage in other types of political action? How do resource gaps tied to inequalities in society (such as race, class, and gender) influence political behavior? And how do institutions such as the media and campaigns encourage or discourage it?

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)

Cross-listings: PSCI 212 LEAD 205

Secondary Cross-listing

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 212 (D2) LEAD 205 (D2)

Difference, Power, and Equity Notes: Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Mason B. Williams

PSCI 213 (S) Transitions to Democracy

Cross-listings: PSCI 213 GBST 211

Secondary Cross-listing

Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.

Requirements/Evaluation: short papers, final exam

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 213 (D2) GBST 211 (D2)

Not offered current academic year

PSCI 214 (F) Racial and Ethnic Politics in America

Arguably, the dominant discourse in the election and presidency of Barack Obama and the battle to succeed him was about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum, including Obama and Donald Trump; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

Requirements/Evaluation: class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 215 (S) Race and Inequality in the American City

Cross-listings: LEAD 215 PSCI 215

Primary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Requirements/Evaluation: class participation; several short essays and a longer paper with presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 215 (D2) PSCI 215 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Mason B. Williams

PSCI 216 (F) American Constitutionalism I: Structures of Power

Cross-listings: LEAD 216 PSCI 216

Primary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 216 (D2) PSCI 216 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 217 (S) American Constitutionalism II: Rights and Liberties

Cross-listings: LEAD 217 PSCI 217

Primary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

Class Format: discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 217 (D2) PSCI 217 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 218 (S) The American Presidency

Cross-listings: LEAD 218 PSCI 218

Primary Cross-listing

To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

Class Format: discussion

Requirements/Evaluation: one exam, two short to medium length papers, small group projects, and class participation

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors and Leadership studies concentrators

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 218 (D2) PSCI 218 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 219 (S) Women in National Politics

Cross-listings: INTR 219 WGSS 219 PSCI 219

Secondary Cross-listing

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020

TUT Section: T1 Cancelled

PSCI 222 (S) Great Powers in the Middle East: The Continuing Battle over Oil, Trade Routes, and God

Cross-listings: PSCI 222 GBST 222 HIST 396 LEAD 222

Secondary Cross-listing

Perhaps more than any other region, the Middle East has been shaped by the involvement of external great powers. This course explores the motives, strategies, and impacts of this involvement. We begin by studying the Christian Crusades from the 11th through the 13th centuries. We then focus on the modern period, starting with French/British competition in the early- and mid-19th century; French/British/Russian competition from the late 19th century through the end of WWII; US/USSR competition during the cold war; the current competition among the US, Russia, and China; and the great power transition that is likely to unfold over the next 20 years, as the US role in the region declines and China's role expands. Through our readings and discussions, we will examine several themes: What motivates great powers to venture into the Middle East? How do they view the local populations and interact with them? What impacts do they have on the politics, economies, societies, and cultures of the region? What can contemporary leaders of great powers learn from this history, and how can their policies be adjusted to bring greater prosperity and peace to the region? In addition to gaining greater knowledge of the long and varied involvement of great powers in the Middle East, students will also gain experience applying the disciplinary insights of history, sociology, and political science to this complex region.

Requirements/Evaluation: Class participation, a mid-term exam, and two 6- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators in the Middle Eastern studies track, Political Science majors in the International Relations concentration, History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 222 (D2) GBST 222 (D2) HIST 396 (D2) LEAD 222 (D2)

Attributes: GBST Middle Eastern Studies Electives PSCI International Relations Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bruce Rutherford

PSCI 223 (S) International Law

International law embodies the rules that govern the society of states. It spells out who can be a sovereign state and how to become one, what states can do, what they cannot do, and who can punish transgressions. It also determines the status of other actors, such as international organizations, heads of state, refugees, transnational religious institutions, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not enforced by a centralized, sovereign state. In most other respects, it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet, law is still where we look for justice and, perhaps, the legitimation of order.

Requirements/Evaluation: three quizzes, two midterm exams, one 6-page paper, and one final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Political Science majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

PSCI 224 (F) Neo-liberalism: What Is It and Why Does It Matter?

We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.

Requirements/Evaluation: three papers: one 3-page, one 5-page, and one 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Michael D. MacDonald

PSCI 225 (F) International Security

Cross-listings: LEAD 225 PSCI 225

Primary Cross-listing

This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 225 (D2) PSCI 225 (D2)

Attributes: GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Galen E Jackson

PSCI 227 (S) International Relations of the Middle East

This class will introduce students to the international political significance of the modern Middle East. The basic structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. Specific topics will include the role of the great powers in the area's politics; the Arab-Israeli conflict; the geopolitical implications of the Persian Gulf's oil reserves; terrorism; the causes and impact of the Iranian Revolution; the rise of Islamist movements; nuclear proliferation; the causes and consequences of the Iraq War; the Arab Spring and the Syrian crisis; and future prospects for stability in the area. By the end of the course, students will have not only gained insight into these specific issues but, more importantly, will have developed an ability to think critically and analytically about the arguments and ideas relating to the international relations of the Middle East espoused by different scholars and policymakers.

Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors with an International Relations concentration, History majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Galen E Jackson

PSCI 228 (S) International Organization

Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the Nordic Association for Reindeer Research to the UN and NATO; NGOs, whose members are private groups and individuals, include the International Seaweed Association as well as the International Committee of the Red Cross. We will examine where they come from, what they do, and to whom they matter, and will examine their agency, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.

Requirements/Evaluation: three short papers, a midterm exam, one longer paper on an assigned topic

Prerequisites: none, open to first-year students

Enrollment Limit: 30

Enrollment Preferences: Political Science Majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals POEC International Political Economy Courses PSCI International Relations Courses

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Cheryl Shanks

PSCI 229 (F) Global Political Economy

Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they all are increasingly global in scope, and nation-states find themselves more and more the subjects than the masters of mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels. All

of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world. This course offers a broad introduction to contemporary global capitalism, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. The core of the course is made up of a broad analysis of global trade, global finance, development, and migration, with special attention to subjects such as free trade, foreign aid, industrial policy, currency wars, and refugee crises. We conclude the course with a close look at current global financial instabilities and the implications for the future of global capitalism.

Class Format: discussion

Requirements/Evaluation: one 5-7page paper, one 7-10page paper, in-class debate, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science and Political Economy majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: ENVI Environmental Policy GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

PSCI 231 (S) Ancient Political Thought

Cross-listings: PSCI 231 PHIL 231

Primary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 231 (D2) PHIL 231 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Nimu Njoya

PSCI 232 (F) Modern Political Thought

Cross-listings: PHIL 232 PSCI 232

Primary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the

diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: discussion

Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 232 (D2) PSCI 232 (D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 233 (F) Rastafari: Dread, Politics, Agency

Cross-listings: REL 261 AFR 299 PSCI 233

Secondary Cross-listing

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Neil Roberts

PSCI 234 (S) Political Romanticism

Cross-listings: ENGL 322 PSCI 234 COMP 329

Secondary Cross-listing

What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and

equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature, philosophy, and art that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. May include works by Kant, Wordsworth & Coleridge, C. Smith, P.B. Shelley, Géricault, Delacroix, Turner, Hazlitt, Hegel, Marx, C.L.R James, Carl Schmitt, Walter Benjamin, and Jacques Rancière.

Requirements/Evaluation: two papers, 6 and 8-10 pages in length, and general participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Lit, German, Political Science majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 322 (D1) PSCI 234 (D2) COMP 329 (D1)

Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Walter Johnston

PSCI 235 (S) Survival and Resistance: Environmental Political Theory

Cross-listings: ENVI 235 PSCI 235

Primary Cross-listing

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Requirements/Evaluation: formal and informal writing assignments and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 235 (D2) PSCI 235 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

PSCI 238 (F) Economic Liberalism and Its Critics (WS)

Cross-listings: POEC 250 ECON 299 PSCI 238

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250 (D2) ECON 299 (D2) PSCI 238 (D2)

Writing Skills Notes: Students write at least eight 650-word graded reaction papers, across twelve weekly opportunities, during the semester. An instructor meets with each student after the first few weeks to go over their work and to discuss methods of composition.

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

PSCI 240 (S) Theories of Comparative Politics

This course deals with the concepts that organize much of the contemporary study of comparative politics. The course discusses the purposes of states, the origins of capitalism, the relationship of states to capitalism, the connection between identities, cultures, and states, and the definition and nature of power. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Michel Foucault, and Edward Said.

Class Format: discussion

Requirements/Evaluation: three papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses PSCI Political Theory Courses

PSCI 241 (S) Meritocracy

Cross-listings: PSCI 241 SOC 241

Primary Cross-listing

Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do eight of the country's nine sitting Supreme Court Justices. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy --- rule by the intellectually talented --- in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Requirements/Evaluation: two papers, take-home final exam, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 241 (D2) SOC 241 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 242 (S) The Politics of Waste

Cross-listings: ENVI 241 PSCI 242

Primary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. *Please note the atypical class hours, Wed 4:45-8:30 pm*

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 241 (D2) PSCI 242 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 4:45 pm - 8:30 pm Laura D. Ephraim

PSCI 243 (S) Politics of Africa

Cross-listings: AFR 256 PSCI 243

Primary Cross-listing

This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. We then consider patterns of economic development in Africa. Finally, we examine China's growing expansion into Africa and ask whether this is a new colonialism.

Class Format: lecture/discussion

Requirements/Evaluation: class discussion, four short papers and final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: sophomores, Political Science majors and Africana Studies concentrators

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 256 (D2) PSCI 243 (D2)

Attributes: GBST African Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 247 (S) Political Power in Contemporary China

The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?

Class Format: discussion

Requirements/Evaluation: two short papers and a final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science and Asian Studies majors

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST East Asian Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 248 (F) The USA in Comparative Perspective (WS)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Fall 2019

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 253 (S) The Tragedy of Venezuela

The recent history of Venezuela offers a window into many of the most important political and economic issues faced by people in developing countries. Why does an abundance of oil seem to solve some problems while often leading to perverse economic and political outcomes? How can democracy be made to work better for ordinary people? What does it mean for a government to be truly sovereign? How does corruption grow and what can we do about it? When should we leave important decisions to technocratic experts? What does it mean today to be progressive? The course first briefly reviews Venezuelan post-Independence history, with an emphasis on the post-1958 democratic settlement. It then explores more deeply the reasons for the breakdown of this settlement, the rise of Hugo Chavez, and the decay of the "21st Century Socialist" regime under Chavez and Maduro. Materials include biographies, documentary films, short videos, economic data, and news reports.

Class Format: discussion

Requirements/Evaluation: a map quiz and four short papers

Prerequisites: a course in comparative politics and a course in economics, or permission of the instructor

Enrollment Limit: 35

Enrollment Preferences: sophomores and PSCI majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

PSCI 257 (F) Iran, Islam, and the Last Great Revolution

Cross-listings: PSCI 257 ARAB 257

Primary Cross-listing

The title and inspiration for this course comes from Robin Wright's book *The Last Great Revolution*. Wright argues that the 1979 Revolution in Iran completes the promise of the Modern Era, "launched in the West" but "adopted by or adapted to all other parts of the world." The overthrow of 2500 years of monarchy "paved the way for using Islam to push for empowerment." It is this empowerment, of nations and of ordinary individuals, that stands as the signal quality of modernity. The notion that post revolutionary Iran offers an alternative path to modernity is hardly conventional wisdom in the United States or Europe, where images of men draped in religious passion and women in forbidding black chadors are as common as the belief that the 1979 Revolution set Iran spinning back thirteen centuries in time. If westerners do not view Iran as entirely anti-modern, then at best they see it as a country filled with "paradoxes" and "puzzles," one in which indie rock bands play underground, figuratively and literally beneath the feet of retrograde religious fanatics, or unveiled women attend all-night parties only to slip back into proper hejab the next morning. The class will ask you to consider why these assumptions exist, whether they are the symptoms of a western civilization "clashing" with the east, and if they are exclusive to the United States or Europe. Does there also exist an "orientalism in reverse," a negative gaze of Iranians towards the west and towards their fellow, "backwards" citizens?

Requirements/Evaluation: first short essay, 5 pages (15%); second short essay, 5 pages (15%); research paper, 15-20 pages (30%); participation, including blogs, presentation, and precis (40%)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 257 (D2) ARAB 257 (D2)

Not offered current academic year

PSCI 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the concept of power; from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

PSCI 261 (S) Gender and Conflict in International Relations

Cross-listings: WGSS 262 PSCI 261

Primary Cross-listing

This course explores gender dynamics in modern conflicts from the perspective of civilian societies, state militaries and non-state armed groups. The course will look at gender roles, relations, and symbols, throughout different phases of conflict including the precursors to conflict, during a conflict, and finally in the aftermath of active conflict. We will examine contemporary security debates related to gender including violent extremism, women in the military, and post-conflict reconstruction. We also look at case studies from several regions including Uganda, El Salvador, Sierra Leone, and Northern Ireland. Gender, in this course, will be used as a lens to understand different identities in conflict and expectations for women, men, boys, and girls, as well as examine femininities and masculinities. The course will use literature from scholars in the field of gender and conflict but will also include literature on conflict that does not have a gender perspective, with the aim to encourage students to add their own gendered analysis or questioning of current theories of conflict in international relations.

Requirements/Evaluation: short writing assignments; some combination of take-home exams and in-class presentations; class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: potential and actual Political Science majors or Women's, Gender and Sexuality Studies majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 262 (D2) PSCI 261 (D2)

Attributes: PSCI International Relations Courses

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Phoebe G. Donnelly

PSCI 262 (F) America and the Cold War

Cross-listings: PSCI 262 HIST 261 LEAD 262

Primary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all

these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 262 (D2) HIST 261 (D2) LEAD 262 (D2)

Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

PSCI 265 (S) The International Politics of East Asia

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the sun? Will Japan continue to live as a nation with enormous economic power but limited military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? What should be done to dissuade the authoritarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asian international politics.

Class Format: discussion

Requirements/Evaluation: midterm exam, team debate, take-home final exam, class participation and other assignments

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science and Asian Studies majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm George T. Crane

PSCI 266 (S) The United States and Latin America (DPE)

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies, in view of the economic and political evolution of Latin America, in historical perspective.

Class Format: more lecture in the first half, more discussion and several in-class debates in the second

Requirements/Evaluation: a map quiz, two short papers, a longer paper, and either another policy paper and a regular final exam, or a 10-page research paper and a short final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

PSCI 268 (S) Israeli Politics

This is an introductory course on Israeli politics. Approaching questions historically, it discusses the evolution of Zionism before and after the founding of Israel, the immigration and assimilation of Jews from Arab states, and the changes in Israeli politics and society introduced by the acquisition of the West Bank and the ensuing occupation and settlements. The course also will address Israel's foreign policies, including its relationship with the USA, and the conflict with Palestinians.

Requirements/Evaluation: two papers and a final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: GBST Middle Eastern Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

PSCI 271 (F) Religion and the State

Cross-listings: REL 214 PSCI 271

Secondary Cross-listing

The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean-Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 214 (D2) PSCI 271 (D2)

Attributes: JLST Interdepartmental Electives

Not offered current academic year

PSCI 273 (F) Politics without Humans?

Cross-listings: ENVI 273 STS 273 PSCI 273

Primary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Laura D. Ephraim

PSCI 274 (S) Revolutions

Why do revolutions occur, or perhaps more to the point, why do they fail to occur? When do they end and what do they actually achieve? What, in other words, is so revolutionary about revolutions? This course considers whether and how revolutions differ from social movements, coups d'etats, and armed rebellions by looking at a broad range of uprisings, from the "colored revolutions" and liberating "springs" of recent years to the classical examples of the French, American, Mexican, Chinese, Cuban, and Iranian revolutions, as well as the challenging cases of Haiti and South Africa. This class seeks a subversive politics of its own. There is a certain, shiny allure to revolutions, particularly within political science. In a field committed to the dry study and explanation of social phenomena, revolutions are the sexy exception, the example of politics par excellence. Our goal ought to be to call the allure into question, to ask whether this is a merit of undeserved distinction, particularly given recent developments in Egypt and Syria, as well as the ongoing consequences of revolutions in Russia, Iran, China, many years after the fact, after the last triumphant regiment rolled through capital streets.

Requirements/Evaluation: first short essay, 3-5 pages (15%); second short essay, 3-5 pages (15%); final essay, 15-20 pages (20%); participation, (30%)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Not offered current academic year

PSCI 275 (S) Paul the Apostle: Then and Now

Cross-listings: PSCI 275 REL 275

Secondary Cross-listing

The Apostle Paul is the most important thinker in the history of Christianity. He wrote much of the New Testament and was the first to formulate and articulate the basic message of Christianity. In this course, we'll first explore Paul's thought in its original context, probing what his message would have meant for the inhabitants of the Roman Empire. Special attention will be paid to Paul's contribution to ancient debates about Judaism, conversion, and ethnic difference. In addition to examining the first contexts and meanings of his writings, we'll be especially interested in the legacy of Paul's thought on modern political thought in Europe and America in the 20th and 21st centuries. In this portion of the course, we'll see how Paul's influence has shaped current theories of citizenship and sovereignty, with or without the knowledge or consent of modern thinkers and societies. The course thus explores the original significance of Paul's thought as well as his hidden influence upon the political structures of secular modernity.

Requirements/Evaluation: papers, participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 275 (D2) REL 275 (D2)

Not offered current academic year

PSCI 278 (S) The Politics of Capitalism

Must we choose between "socialism or barbarism?" A century after Rosa Luxemburg's challenge, it is clear that socialism did not win. Does this mean that we have descended to barbarism? Tracing the path of capitalist development in the rich democracies suggests a range of responses. Some states have developed robust institutions that provide for citizens' basic needs and check the power of business; others leave the poor threatened by starvation and workers exposed to exploitation. How and why has capitalism evolved in different forms in different countries? This course addresses the politics of capitalism by examining the struggles between social groups that lead to variation in distributional outcomes and economic performance. The course concludes by investigating these struggles in light of contemporary challenges, in particular, transnational governance and technological change.

Requirements/Evaluation: class participation, two short papers, take-home final exam

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: potential and actual PSCI and POEC majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Political Theory Courses

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Sidney A. Rothstein

PSCI 283 (F) Dirty Politics: Regulating Hazardous Chemicals and Wastes

Cross-listings: ENVI 283 PSCI 283

Secondary Cross-listing

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including the US' revised legislation on chemicals passed in 2016 and citizen science initiatives such as those that brought attention to the crisis of lead-contaminated water in Flint, MI.

Requirements/Evaluation: participation, several smaller assignments, and a final research project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators, and Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 283 (D2) PSCI 283 (D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy PHLH Nutrition, Food Security+Environmental Health POEC Comparative POEC/Public Policy Courses PSCI Research Courses

Not offered current academic year

PSCI 285 (F) The Revolutionary Generation: Galaxy of Leaders

Cross-listings: PSCI 285 LEAD 285 HIST 354

Secondary Cross-listing

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions

Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

Enrollment Limit: 12

Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 285 (D2) LEAD 285 (D2) HIST 354 (D2)

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2019

SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

PSCI 286 (F) Russian Politics and Foreign Policy under Vladimir Putin

Cross-listings: PSCI 286 RUSS 286

Primary Cross-listing

In 1939, Winston Churchill has famously characterized Russia as a riddle wrapped in a mystery inside an enigma. In the 75 years that followed, Russian politics has continued to defy expectations and conventional explanations. The collapse of the Soviet Communist dictatorship in 1991 has caught most observers by surprise, and has led Russia on a path of political and economic liberalization of an unprecedented scope. But despite the initial optimism, these processes produced a political and economic system characterized by authoritarianism and crony capitalism. Why did Russia follow this particular trajectory? Why did Russia's political and economic transition fail to produce the intended results? What are the factors that gave rise to and sustained Vladimir Putin's system? Why did Putin's Russia adopt an aggressive posture toward its neighbors and the West? And as Russia once again faces extraordinary challenges--marked by the wars in Ukraine and Syria, the economic crisis and social tensions at home, and the looming issue of Vladimir Putin's succession in 2024--what lessons can we draw for the future? This course will explore the key perspectives on these issues. The first part of the course will provide a concise overview of Russia's historical background, the roots of the communist collapse, and the country's subsequent trajectory. The second part of the course will look into the rise of the Putin regime, its key pillars, and its contradictions. The third part of the course will survey the trajectory of Russia's foreign and security policy under Vladimir Putin. This segment will explore the defining events and processes that led to the decline in the relations between Russia and the West, ranging from the Iraq war and the colored revolutions in East Europe, to the annexation of Crimea and the Russian meddling in the US elections. It will also explore how the eroding domestic legitimacy of the Putin regime drives its aggressive behavior abroad.

Requirements/Evaluation: analytic paper (6-8 page), book review (8-10 page), final exam

Prerequisites: none

Enrollment Limit: 24

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 286 (D2) RUSS 286 (D1)

Attributes: PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Aleksandar Matovski

PSCI 291 (S) American Political Events

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events--concrete, discrete things that happen in and around the political world--are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in

American politics as a window into deeper questions about political change and the narratives we tell about it.

Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years and sophomores considering a major in Political Science

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 292 (S) Threats to the Republic: Politics in Post-Obama America

When Barack Obama's successor assumes office in January 2017, they will be asked to govern an America that is out of sorts. Economic inequality on a level not seen in over a century. Terrorist attacks at home and abroad. Escalating racial violence in cities. Protests against cultural insensitivity on campuses. Social unrest over the definition of American morality and over who counts as an American. Ideological polarization that regularly brings the government to a standstill and periodically threatens financial ruin. Looming environmental catastrophes capable of provoking humanitarian crises. To what extent do these calamities pose new, existential threats to the republic? And is there anything that can be done to stop or slow them? This course interrogates the many perils that pundits and activists tell us we should worry about in 21st century America. In examining these issues, we will seek not only to understand the contours of the potentially dramatic political changes that some say await us but also to put these issues into historical context so that we may draw lessons from the crises of the past. Ultimately, our goal is to determine how worried we should be---and what, precisely, we should be worried about---as a new era of American leadership begins.

Class Format: lecture

Requirements/Evaluation: five 5-page essays, one presentation, and active class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first year and sophomores

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Not offered current academic year

PSCI 293 (F) Leadership and Political Change

Cross-listings: LEAD 293 PSCI 293

Secondary Cross-listing

This course will examine the foundations of effective political leadership --- both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course begins with a framework to evaluate leadership, transitions to examining the importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

Class Format: discussion

Requirements/Evaluation: two 7- to 8-page analytic essays, one 12- to 15-page analytic essay, and class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: LEAD concentrators and PSCI majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 293 (D2) PSCI 293 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Chris Gibson

PSCI 302 (S) Leadership in a Global World

Cross-listings: LEAD 302 PSCI 302

Secondary Cross-listing

The events and forces of the twenty-first century have fundamentally challenged our previous assumptions of how individuals relate to one another and how societal progress occurs---that is to say, of how leadership occurs in a global world. In this course we will explore different styles of leadership, followership, failure, and team-building. Over the course of the semester, we will consider topics ranging from teaching to politics, civil society to social media, all with an eye toward how individuals engage with the teams they seek to lead as well as how they engage in both short- and long-term thinking to avoid obstacles, mobilize support, and accomplish their goals. Since leadership is a phenomenon relevant to all individuals and all paths, the course will also include introspection and self-analysis of one's own capacities and weaknesses around the core questions and dilemmas of leadership.

Requirements/Evaluation: three 2-page memos, 5-page midterm essay, 25-page final paper, class presentation, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators and potential concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 302 (D2) PSCI 302 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not offered current academic year

PSCI 303 (S) Authoritarian Politics

For most of history, human societies have been ruled by dictators of one sort or another. Despite repeated tides of democratization, over 40 percent of the countries in the world today and half its population are still ruled by non-democracies. The aim of this course is to provide a critical understanding of the dynamics of contemporary authoritarianism, the sources of its resilience, and its impact on global politics. First, the course will examine the key differences between democracy and autocracy, and among different types of autocracies. The second part will investigate the means by which contemporary autocracies stay in power. In addition to traditional tactics like repression, clientelism and propaganda, we will explore how autocracies adopted economic, nationalist and populist appeals, and nominally democratic institutions like parties, legislatures and elections, to sustain their rule. This segment will also explore the societies ruled by dictatorships, as well as the forces behind the waves of democratization and authoritarian resurgence. It will look at popular opinion and mobilization in autocracies, the sources of resistance, and the dynamics of protests and rebellions that sometimes topple these regimes. The third part of the course will focus on the international behavior and impact of autocracies. Are autocracies more likely to initiate domestic and international conflicts? Can they effectively integrate in the global economic currents and develop their countries? Or are all forms of authoritarianism doomed to eventually result in underdevelopment, corruption and cronyism? Can Western democracies establish and maintain workable relationships with authoritarian regimes and contain their worst tendencies? This segment will examine the accumulated evidence on these issues and discuss the potential future of authoritarianism in global politics.

Requirements/Evaluation: mid-term exam, term paper, class participation

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Aleksandar Matovski

PSCI 308 (F) In Search of the American State

Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" has defined American politics for more than three decades. Skepticism of government has deep roots and strong resonance throughout American political history, yet in many ways the American state has grown steadily larger and stronger. This course explores this conundrum by examining the American state, and its growth, in various arenas. We will assess traditional theories about the weak American state in light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, insurer of security, and arbiter of the acceptable uses of violence and surveillance.

Requirements/Evaluation: several short papers on class readings and a longer, 15- to 20-page paper with oral presentation

Prerequisites: at least one class in American politics

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 311 (F) Congress

Cross-listings: PSCI 311 LEAD 311

Primary Cross-listing

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote-or hinder-the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Requirements/Evaluation: class participation, several short papers, and a 20-page research paper

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with American Politics concentration and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 311 (D2) LEAD 311 (D2)

Attributes: PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 312 (S) American Political Thought

Cross-listings: LEAD 312 PSCI 312

Primary Cross-listing

From democracy to liberty, equality to community, foundational *ideas* -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 312 (D2) PSCI 312 (D2)

Attributes: AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

Not offered current academic year

PSCI 313 (S) Race, Culture, Incarceration

Cross-listings: AFR 322 INTR 322 AMST 322 PSCI 313

Secondary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 322 (D2) INTR 322 (D2) AMST 322 (D2) PSCI 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

PSCI 314 (S) How Change Happens in American Politics (WS)

Cross-listings: LEAD 314 PSCI 314

Primary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites: previous course in American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314 (D2) PSCI 314 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole E. Mellow

PSCI 315 (F) Parties in American Politics

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. Parties have been celebrated for linking citizens to their government and providing the coherency and unity needed to govern in a political system of separated powers. Yet they have also been disparaged for inflaming divisions among people and grid-locking the government. Critics of the two-party system have castigated the major parties for failing to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between "tweedledee and tweedledum." This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How and why have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? We will seek answers to these questions both in seminar discussion and through substantial independent research projects.

Requirements/Evaluation: weekly writing assignments, two 5-page papers, one 15- to 20-page paper, class presentation, and class participation

Prerequisites: PSCI course at the 200 or 300 level or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Nicole E. Mellow

PSCI 316 (S) Policy Making Process

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

Requirements/Evaluation: several short papers, research paper, class participation

Prerequisites: one course in PSCI or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science and Political Economy majors, and students with an interest in public policy

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 317 (F) Environmental Law

Cross-listings: PSCI 317 ENVI 307

Secondary Cross-listing

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

Requirements/Evaluation: several short writing assignments, a term research project, and active participation in class

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 317 (D2) ENVI 307 (D2)

Attributes: AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2019

LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

PSCI 318 (S) Race, Public Opinion, and Campaigns

What is the role of race in American public opinion and voting? This question is at the center of American politics today, particularly during the presidency of Barack Obama and the 2016 presidential election. Some commentators argue that racial attitudes were at the center of opposition to Obama's candidacy and legislative agenda and are foremost on voters' minds in 2016. Others suggest that most Americans have moved "beyond race" and that racism explains little of modern-day partisan and electoral politics. We will explore what the empirical literature on race in political science says about this debate and others. Among other issues, we will consider the points of conflict and consensus among different racial groups, how Americans of different racial backgrounds think about other groups, and the implications of demographic change (including the growth of the Latino and Asian-American populations and the shrinking white share of the electorate) for future elections.

Class Format: seminar

Requirements/Evaluation: one 2-3 page paper, two 5-7 page papers, a 15-20 page (non-research) paper, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

PSCI 319 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory

Cross-listings: LEAD 320 PSCI 320

Secondary Cross-listing

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or

has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper

Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators, Political Science majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 320 (D2) PSCI 320 (D2)

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Not offered current academic year

PSCI 321 (F) Immigration Politics in the U.S.

The U.S. Census Bureau estimates that non-Hispanic whites will no longer be the majority racial group in the U.S. by 2044. This demographic change is fueled by past and current immigration, and the politics surrounding American immigration policy have intensified as a result. Donald Trump's rise to the presidency was fueled in part by his pledge to build a wall between the U.S. and Mexico. Meanwhile, efforts to reform the nation's immigration laws have been stuck in gridlock for years. How did we get to this point and what does the future hold? Why is immigration policy so contentious? What is at stake, and what do different groups believe to be at stake? To answer these questions, we will examine immigration from a multidisciplinary lens, but with special attention to immigration politics and policy. We will examine the history of immigration to the U.S. and the policies that have shaped it; recent developments in electoral and protest politics; the policy initiatives of the Trump administration, the Republican Congress, and state and local governments; and the incorporation of immigrants into U.S. society and politics, past and present.

Requirements/Evaluation: one 2- to 3-page paper; one 5- to 7-page paper; one oral presentation; one 15- to 20-page research paper; and class participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC International Political Economy Courses PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 325 (S) International and Transitional Justice

Cross-listings: JLST 402 PSCI 325

Primary Cross-listing

Before the 1990s, the world saw only occasional, discrete war crimes trials after major-power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. The UN Security Council, alongside national governments, decides on legitimacy and punishment. At the same time, worries about residual impunity or the effect that punishment might have on societies' futures has led to the development of national and social courts, as well as national military tribunals, to complement those at the international level. Meanwhile, national activists look to international apologies and reparations for models of what to

demand. Examples of internationalized transitional justice abound. This research seminar examines the intent, process, meaning and consequence of these new practices, particularly in terms of national constitutions, international law, and principles of justice.

Class Format: seminar

Requirements/Evaluation: four papers, longer final paper, class participation

Prerequisites: Political Science major or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors concentrating in International Relations

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JLST 402 (D2) PSCI 325 (D2)

Attributes: PSCI International Relations Courses PSCI Research Courses

Not offered current academic year

PSCI 326 (S) Security in Africa

Cross-listings: GBST 326 PSCI 326

Primary Cross-listing

Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the U.S. and UN to perceived security challenges in Africa.

Requirements/Evaluation: short blog posts; research paper sections throughout semester; final research paper (15-20 pages); class participation

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 326 (D2) PSCI 326 (D2)

Attributes: PSCI International Relations Courses PSCI Research Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Phoebe G. Donnelly

PSCI 327 (S) Leadership and Strategy

Cross-listings: LEAD 327 PSCI 327

Primary Cross-listing

This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints--both foreign and domestic--that limit leaders' freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues--including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns--with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical

decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar

Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors and Leadership Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 327 (D2) PSCI 327 (D2)

Attributes: LEAD Facets or Domains of Leadership PSCI International Relations Courses

Not offered current academic year

PSCI 328 (F) Global Environmental Politics

Cross-listings: PSCI 328 ENVI 328

Secondary Cross-listing

This seminar draws on the last five decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non-state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and mercury pollution.

Requirements/Evaluation: participation; several shorter writing assignments; and a research paper to be completed in stages over the course of the semester

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors, Environmental Studies concentrators, and Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 328 (D2) ENVI 328 (D2)

Attributes: ENVI Environmental Policy JLST Interdepartmental Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI Research Courses

Not offered current academic year

PSCI 329 Politics of the Powerless

American politics is often unequal, and well-organized advantaged interests tend to triumph. What do disadvantaged interests do in light of these power dynamics? Give up? Compromise? Struggle on? Why do relatively powerless interests sometimes win in American politics? Is it because they have an exceptional leader? A phenomenal strategy? Fortuitous events? This course examines the political dynamics of disputes in which disadvantaged interests push for major change. We will study past campaigns and then research and discuss contemporary reform efforts.

Requirements/Evaluation: class discussion, two short papers, and research paper

Prerequisites: one course in Political Science or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors with interest in American politics

Expected Class Size: 14

Grading:

Distributions: (D2)

Attributes: PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: LEAD 332 PSCI 332

Primary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

PSCI 334 (S) Theorizing Global Justice

While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well-being of the poorest people. How are we to understand this contradiction as a matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, and Enrique Dussel.

Class Format: discussion

Requirements/Evaluation: oral presentation, weekly blog posts, and three papers (3 pages, 7 pages and 8-10 pages)

Prerequisites: at least one course in political theory or philosophy or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Political Science majors and concentrators in Political Theory

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Nimu Njoya

PSCI 335 (F) Racial Equity, Liberal Democracy, and Democratic Theory (DPE)

In Ta-Nehisi Coates' best-selling book *Between the World and Me*, he says that in the wake of the non-indictment of former police officer Darren Wilson in the death of Michael Brown "I did not tell [my son] that it would be okay, because I have never believed it would be okay." With admissions like this, Coates stoked a long-standing debate about the prospects for racial equity in liberal democracies like the United States. In this course, we look at this debate, examining what black thinkers in particular have said about whether racial equity can be achieved in a liberal democracy founded on racial domination and why they come to the conclusions they do. Then, we examine what contemporary democratic theorists have had to say about how racial equity might be achieved and how they have sought to advance this goal through their writing. Can the strategies theorists propose and employ really aid in the advancement of racial equity? Which are more and less promising? We end by asking: Do anti-democratic means have to be employed to fully realize democracy? What anti-democratic means? Authors we will engage include Coates, bell hooks, Charles Mills, Melvin Rogers, Chris Lebron, Lawrie Balfour, and Danielle Allen.

Requirements/Evaluation: class facilitation, group reflections (three 4-page responses), book review (6-8 pages), final essay (12-14 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Political Science majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class centers sociological and political theoretical questions about race inequity and equity in a liberal democratic society. It features black writers' perspectives on inequity and equity. The course nurtures the skill of speaking across difference by requiring students to write responses as groups and encouraging deep student participation by making students class facilitators.

Attributes: PSCI Political Theory Courses

Not offered current academic year

PSCI 337 (S) Visual Politics

Cross-listings: ARTH 337 PSCI 337

Primary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other

fields, particularly art history and visual studies but also film and media studies, psychoanalysis, cognitive science, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Clark, Connolly, Crary, Deleuze, Fanon, Foucault, Freedberg, Garland-Thompson, Hobbes, Kittler, Machiavelli, Mercer, Mitchell, Mulvey, Plato, Rancière, Sartre, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and three 7- to 8-page papers

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 337 (D1) PSCI 337 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Mark T. Reinhardt

PSCI 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: JWST 339 PSCI 339

Primary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 339 (D2) PSCI 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2019

TUT Section: T1 TBA Laura D. Ephraim

PSCI 340 (S) Why States Fail: Political Violence at the End of the 20th Century

This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural-resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case studies of state failure in parts of Eastern Europe, Africa and the Middle East.

Class Format: discussion

Requirements/Evaluation: seminar participation, two oral presentations and a research paper

Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Political Science majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 345 (S) Cosmology and Rulership in Ancient Chinese Political Thought

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *The Analects*, *Mencius*, *the Daodejing*, *Zhuangzi*, and *Han Feizi*.

Class Format: discussion

Requirements/Evaluation: two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: GBST East Asian Studies Electives LEAD Facets or Domains of Leadership PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

PSCI 346 (S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration

Cross-listings: AFR 334 PSCI 346 INTR 334

Secondary Cross-listing

This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories-expressed in and/or as activism-on social justice and civil rights. Critical race theory, Afro-pessimism, feminist/queer theory and the works of the incarcerated are studied. Theorists studied include: Frank Wilderson; Angela Davis; Derrick Bell; Cheryl Harris. Students write weekly mini-reflection papers on assigned readings and collectively make analytical presentations.

Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A; 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper

Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a paragraph on their research interest relevant to the seminar

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 334 (D2) PSCI 346 (D2) INTR 334 (D2)

Not offered current academic year

PSCI 347 (F) Law of the Sea

The United Nations Convention on the Law of the Sea gathered into one place what most countries considered in 1982 to be scattered customary international law about piracy, transit through other countries' territorial waters, jurisdiction over ships, and so forth. It also proposed a system for taxing firms that it licensed to exploit minerals on the high seas. This course explores the politics that arise from UNCLOS, first by engaging with the treaty's content (and exclusions), second by examining the incentives it provides states and criminals, and third by assessing the way that geopolitical and environmental change create new opportunities and constraints for states, firms, international organizations, and activists.

Requirements/Evaluation: three 6-page papers, longer final paper, class participation including weekly posts

Prerequisites: PSCI 202 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Political Science majors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: MAST Interdepartmental Electives PSCI International Relations Courses

Not offered current academic year

PSCI 348 (S) The Black Radical Tradition

Cross-listings: AFR 348 PSCI 348 LEAD 348

Secondary Cross-listing

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 348 (D2) PSCI 348 (D2) LEAD 348 (D2)

Attributes: AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 349 (S) Cuba and the United States (WS)

With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Spring 2020

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE)

Cross-listings: GBST 351 PSCI 351

Primary Cross-listing

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: discussion then seminar

Requirements/Evaluation: three short essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 351 (D2) PSCI 351 (D2)

Difference, Power, and Equity Notes: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

Attributes: GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 352 (F) Politics in Mexico (DPE)

Cross-listings: GBST 352 PSCI 352

Primary Cross-listing

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: discussion then seminar

Requirements/Evaluation: map quiz, two short papers, and a 12- to 15-page research proposal

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352 (D2) PSCI 352 (D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between diversity and national identity in 20th century Mexico, while another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 354 (F) Nationalism in East Asia

Cross-listings: ASST 245 PSCI 354 HIST 318

Primary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 245 (D2) PSCI 354 (D2) HIST 318 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm George T. Crane

PSCI 355 (S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy

Cross-listings: LEAD 355 PSCI 355

Primary Cross-listing

George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis's Pulitzer prize-winning *George F. Kennan: An American Life* and Niall Ferguson's *Kissinger: 1923-1968: The Idealist*.

Class Format: tutorial

Requirements/Evaluation: five 6-page papers, five 2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors, Leadership Studies concentrators (foreign policy track), and History majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 355 (D2) PSCI 355 (D2)

Attributes: LEAD Facets or Domains of Leadership LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

PSCI 359 (S) The Body as Property (DPE)

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

Prerequisites: prior coursework in political theory, cultural theory, philosophy or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors with a concentration in Political Theory, then other Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

Attributes: JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 360 (S) Right-Wing Populism

After the fall of the Berlin Wall in 1989, the political scientist Francis Fukuyama famously declared "the end of history". From now on only liberal democracy, free market capitalism, and global integration had a future. Everything else—including political ideology, nationalism, conservative religion, and sovereignty was consigned to the ash heap. Thirty years later the future looks seriously derailed. A right-wing populism marked by Brexit, Trump, Le Pen, and a host of "far-right" political movements in the very heartland of democratic globalizing capitalism has shaken liberal certainties. This course is an investigation into contemporary right-wing populism in Europe and North America in its social, economic, and political context. We will discuss Donald Trump and the American alt-right, Britain's UKIP, France's National Front, Hungary's Fidesz and Jobbik, Poland's Law and Justice, and other smaller right-wing populist parties in Europe. We will also research both general (globalization, multiculturalism, neoliberalism, mass immigration, unemployment, political elitism) and specific (the expansion of the European Union, the 2007-09 global financial crisis, the European debt crisis, the Great Recession, the Syrian refugee crisis) causes of right-wing populism's growing appeal over the last decade.

Requirements/Evaluation: two 5- to 7-page essays; major final research paper; regular discussion questions; class participation

Prerequisites: PSCI 202, 204, or 229; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses PSCI International Relations Courses PSCI Research Courses

Not offered current academic year

PSCI 363 (F) Protest Movements in Global Politics

Why do people protest? Why do some protest movements fizzle out while others turn into revolutions that topple regimes and change the course of history? Is non-violent protest more effective than armed resistance? Why does protest tend to spread internationally, producing waves of contention across neighboring states, such as the revolts that toppled communism in the late 1980s, the colored revolutions in East Europe in the 2000s, and the Arab Spring in 2011? Have protest movements grown into a force of their own in international politics, as protest movements like "Occupy Wall Street," "Yellow Vests," and others, proliferate across borders and attempt to reshape the politics of key countries and international organizations? This course will examine these puzzles by surveying core theories of mass contention and through case studies. Throughout the course, we will survey protest events and protest movements through an ethnographic, "street-level" view, drawing on first-hand accounts and audio-visual materials, as well as from a "high altitude," macro-level perspective, looking at the political, economic, social and technological forces that shape people's choices between obedience and revolt.

Requirements/Evaluation: analytic paper (6-8 pages), book review (8-10 pages), final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Aleksandar Matovski

PSCI 367 (S) The Politics of American National Security

Cross-listings: LEAD 367 PSCI 367

Primary Cross-listing

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right -- everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be forced to adopt the values of the society they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Requirements/Evaluation: three analytical essays (3500 words each) and class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: PSCI majors and LEAD concentrators

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 367 (D2) PSCI 367 (D2)

Attributes: LEAD Facets or Domains of Leadership LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Gibson

PSCI 368 (S) Identity Politics: Conflicts in Bosnia, Israel-Palestine, Northern Ireland, & South Africa

Identities have been either the stakes, or the guise taken by other kinds of conflicts, in Bosnia, Israel-Palestine, Northern Ireland, and South Africa for centuries. They have led to, or expressed, political divisions, clashing loyalties, and persistent and sometimes consuming violence. They also have produced attempts by both internal and external actors to resolve the issues. This research seminar will engage the origins of the conflicts and the role of identities in them, the role of disputes about sovereign power in creating and intensifying them, the strategies for reconciling them that are adopted domestically and internationally, the deals that have been struck or have not been struck to bring peace in these societies, and the outcomes of the various efforts in their contemporary politics. The course will begin by reading about both the general theoretical issues raised by conflicts in these "divided societies" and various responses to them. After familiarizing ourselves with what academic and policy literatures have to say about them, we then will read about the histories and contemporary politics in each society. With that as background, students will choose an aspect or aspects of these conflicts as a subject for their individual research.

Requirements/Evaluation: one 7- to 10-page paper and one 20- to 25-page research paper

Prerequisites: Political Science majors

Enrollment Limit: 15

Enrollment Preferences: Political Science majors or permission of instructor

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Michael D. MacDonald

PSCI 369 (S) The Crisis of Leadership

Cross-listings: PSCI 369 LEAD 369

Secondary Cross-listing

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment--an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Requirements/Evaluation: class participation, regular response papers, research proposal, research paper; this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors, Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 369 (D2) LEAD 369 (D2)

Attributes: LEAD American Domestic Leadership

Not offered current academic year

PSCI 370 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

PSCI 372 (S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human

Cross-listings: AFR 450 PSCI 372

Secondary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter's inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter's work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter's thought for Africana political theory, Afro-futurism, social justice, human rights, and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

Requirements/Evaluation: attendance and participation; a 7-page midterm essay; a literature review essay; and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 450 (D2) PSCI 372 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Neil Roberts

PSCI 375 (S) Modern Jewish Political Theory

Cross-listings: PSCI 375 JWST 492 REL 330

Secondary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish

nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)

Attributes: JWST Capstone Course JWST Core Electives

Not offered current academic year

PSCI 397 (F) Independent Study: Political Science

Political Science independent study.

Prerequisites: open to junior majors with permission of the department chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James McAllister

PSCI 398 (S) Independent Study: Political Science

Political Science independent study.

Prerequisites: open to junior majors with permission of the department chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James McAllister

PSCI 410 (F) Senior Seminar: Interpretations of American Politics

American politics are in upheaval, and most Americans believe the country to be headed down "the wrong track." Yet assessments of what is at the heart of the country's problems vary. Critics on the left worry that the United States in 2016 elected a proto-fascist who will consolidate white nationalist power and corporate rule. Critics on the right worry that the U.S. has abandoned the Anglo-Protestant traditions that made it strong and has entered a period of moral decay and decline. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates them.

Requirements/Evaluation: brief weekly writing assignments; two short essays; one longer paper; and oral presentation

Prerequisites: at least one course in American politics

Enrollment Limit: 10

Enrollment Preferences: senior Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSCI American Politics Courses

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Nicole E. Mellow

PSCI 410 (S) Senior Seminar in American Politics: The Politics of Belonging

Although many people have described America as inclusive, political debates about belonging have often been contentious and hard-fought. This seminar will focus on the politics of belonging in America. What does it mean to be an American? If the U.S. is a nation of immigrants, why is immigration reform so difficult to achieve? Are legal citizenship and formal political rights sufficient for belonging? Or does full inclusion rest on the ability to exercise civil and social rights as well? Does income inequality threaten the political equality necessary for a strong democracy? As we examine the debates over inclusion, we will consider different views about the relationship among political, civil, and social rights as well as different interpretations of American identity, politics, and democracy.

Requirements/Evaluation: class participation, short weekly writing assignments, two short papers, a 20-page research paper and presentation

Prerequisites: at least one course in American politics

Enrollment Limit: 14

Enrollment Preferences: senior Political Science majors with American Politics concentration

Expected Class Size: 11

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

PSCI 411 (F) Advanced Study in American Politics

A full year of independent study (481-482) under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science. Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 420 (S) Senior Seminar in Human Rights in International Politics and Law

Cross-listings: JLST 403 PSCI 420

Primary Cross-listing

The idea that all humans have rights simply because they are human-independent of anything they might do or achieve-has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th-century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political

science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non-American order?

Requirements/Evaluation: three lead essays, three critique essays, and one final essay

Prerequisites: PSCI 202, senior standing, permission of instructor

Enrollment Limit: 18

Enrollment Preferences: PSCI majors, senior JLST concentrators; seniors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JLST 403 (D2) PSCI 420 (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 420 (S) Senior Seminar in International Relations: Liberal Project

The most powerful actors in the international system are liberal ones, and a liberal project around democratic states, international law and organizations, and free trade dominates the global agenda. This course is an investigation into this liberal international relations project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current as well as some of their most notable critics. We will also attend to empirical evaluations of signature liberal efforts around democratization and peace promotion, international law, and economic growth and development. The course ends with a discussion of the successes and failures of the European Union as the principal embodiment of the liberal project in international relations.

Requirements/Evaluation: 2-4 papers of 5-7 pages, several short oral presentations, daily discussion questions, 12-15 page final paper, class participation

Prerequisites: senior Political Science major or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: senior Political Science majors concentrating in International Relations

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI International Relations Courses

Not offered current academic year

PSCI 420 (F) Senior Seminar: The Nuclear Revolution

This is a course about the "long shadow" nuclear weapons cast over the international system. In its simplest terms, the class focuses on whether international politics still works essentially the same way in the nuclear age as it did prior to 1945 or if the world has truly experienced a nuclear "revolution" in the word's most basic sense. The course begins with an examination of the key events and theories that led ultimately to the development of the world's first nuclear weapons, including some basic technical concepts and the Manhattan Project. From there, the course covers a number of topics, both conceptual and historical, that bear directly on the question of how nuclear weapons shape international politics. Specifically, the course will cover the U.S. decision to drop the atomic bombs on Hiroshima and Nagasaki, as well as the Japanese response; the body of theory and concepts that underpin fundamental debates over nuclear strategy; the U.S.-Soviet nuclear rivalry; the influence of nuclear weapons in crises; how nuclear weapons shape alliance politics; whether nuclear weapons have political utility; nuclear accidents; nuclear technologies; the problem of nuclear proliferation and the nonproliferation regime; the importance of regional nuclear powers; and contemporary issues like the North Korean and Iranian nuclear questions.

Requirements/Evaluation: class participation, two 2- to 3-page response papers, a 20- to 25-page research paper

Prerequisites: PSCI 202

Enrollment Limit: 15

Enrollment Preferences: Political Science major seniors with an International Relations concentration

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI International Relations Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Galen E Jackson

PSCI 420 (S) Humanitarianism as Ideology and Strategy

Since the mid-1980s, humanitarianism has been one dominant way that powerful countries, organizations and people have approached disaster elsewhere. Humanitarianism aims at immediate rescue, striving to keep people alive until some solution can be found. It aims not to address crises' causes nor to assist with solutions--which it considers political--just to keep human bodies alive. Critics contend that humanitarianism produces harm, providing structural incentives for people to do more or less than they need to, and that it deepens and restructures inequality between subjects and objects. They contend also that it justifies the way of things. This course confronts humanitarianism through reading its defenders and critics, by looking at accounts by individuals and organizations, and by assessing its usefulness as an international political strategy from realist, liberal, materialist, and constructivist points of view.

Class Format: three students start class discussion every day; one reads a short (4-page) essay and two read shorter (two-page) essays

Requirements/Evaluation: three longer essays, six shorter essays, constructive participation

Prerequisites: PSCI 202 and at least one elective in international relations

Enrollment Limit: 18

Enrollment Preferences: Political science seniors then juniors; other seniors, then juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Cheryl Shanks

PSCI 430 (S) What Should Political Theory Be Now?

How can theorists best engage politics today? What political problems most demand or resist theorization---and is "theory" even the right genre for critical intellectual work on politics now? This course takes up such questions by considering how key recent or contemporary theorists have sketched the defining features of their political worlds. With each reading, our dual aim will be to confront pressing issues or controversies and to ask whether the works in question offer ways of thinking and writing that we should pursue ourselves. Topics may include neoliberalism and democracy; sovereignty and biopower; pluralism, individuality, and justice; technology and the specter of ecological catastrophe; the problem of evil in politics; white supremacy; and contemporary struggles over gender and sexuality. Readings will be drawn from such authors as Adorno, Allen, Arendt, Berlant, Brown, Butler, Connolly, Dean, Foucault, Galli, Honig, Latour, Moten, Rancière, Rawls, Sen, and Sexton.

Class Format: seminar

Requirements/Evaluation: based on class participation and the writing of 7 glow posts (about 1.5 pages) and one 15-page final paper

Prerequisites: juniors or senior standing and two or more theory courses or consent of instructor. Non-majors with theory interests and backgrounds are welcome

Enrollment Limit: 15

Enrollment Preferences: concentrators in Political Theory, followed by other Political Science majors

Expected Class Size: 11

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

PSCI 430 (F) Senior Seminar: Critical Theory

This course takes a critical look at the nexus of money and political power in the United States and world politics, using the concept of "racket society" to guide our inquiry. The theory of "rackets" was first put forward by Frankfurt School theorists in the 1940s as a way of analyzing linkages among organized crime, cartels, monopolies, corporate interests, and political institutions. Their project, which we will recreate in this course, was to trace the effects of the adaptation of the legal system (and other state institutions) to the conglomeration of capital and the concentration of wealth in a few hands. The flow of money offers insights into these deeper trends. Course readings begin with the work of Max Horkheimer, Theodor Adorno, Franz Neumann, Friedrich Pollock, and Herbert Marcuse, paying special attention to their discussion of the anti-democratic effects of money on political institutions. We will also look carefully at their critique of legal frameworks that protect the wealthy while criminalizing the poor. Although these concerns were not exclusive to the Frankfurt School, the approach they took had some unique features. Having fled Nazi Germany and re-established their research institute in exile the United States, Horkheimer and his colleagues brought an outsider-insider perspective to the problem. Among our questions are the following: How did the intellectual heritage of the Frankfurt School and their experiences in Germany shape their analysis of racket society in 1940s America? Does the theory of rackets still have analytical power today? Given the massive expansion of the U.S. economy and the role of transnational capital in driving economic globalization in recent decades, what insights might the early Frankfurt School offer critics of anti-democratic tendencies in world politics today?

Requirements/Evaluation: regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay

Prerequisites: junior or senior standing required; in addition, prior coursework in political theory, cultural theory, philosophy, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Senior Political Science majors with concentration in Political Theory, then other Political Science majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Political Theory Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

PSCI 440 (F) Senior Seminar in Comparative Politics: Political Development

The role of the United States in the wars in Iraq and Afghanistan, and its adventures and misadventures in reconstituting order in those countries, have directed attention back to the dynamics, approaches, and debates in political development. This senior seminar in comparative politics critically examines the theories and problems of political development by focusing on three major topics in the sub-discipline: state formation, nationalism, and democratization. Drawing on both historical and contemporary cases, we consider the conditions that lead to strong and weak states, inclusive and exclusive nationalist mobilization, and democratic and autocratic government.

Class Format: seminar

Requirements/Evaluation: class participation; three short papers; ten weekly responses; and an oral exam covering two of the three topics

Prerequisites: PSCI 204 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Political Science majors concentrating in Comparative Politics

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 440 (F) Senior Seminar in Comparative Politics: The Syrian Maelstrom

This course deals with the civil war in Syria. It begins by investigating the nature of the Syrian society and the evolution of the Assad regime. It then discusses the challenges to the regime, both Islamist and democratic in the Arab Spring. With that as background, the course will examine the domestic, regional, religious, ethno-sectarian, and global dimensions of the civil war. It will consider the place of Syria in the Iranian-Saudi competition, the role played by neighboring states and actors, the position of the American and Russian governments, and the rise of ISIS.

Requirements/Evaluation: 25-page paper, oral presentation, and class participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Not offered current academic year

PSCI 440 (F) Senior Seminar: Power, Identity, and Culture

This is a course about remembering. This is a class about how we learn to forget. Above all, it is about power--power close to the bone, power made sublime, how power is made and unmade. This course takes as its central thesis the claim that power, external and objective, is also internal and subjective, invisibly working to shape understandings of who we are even as it performs the visible rituals of bureaucratic regulation typically associated with states and governments. To take this claim one step further, we'll hypothesize that immaterial and invisible forms of domination are power's most effective form even as they are the most difficult to measure and understand. Alternating between case and theory, looking at power both naked and sublime, we will examine the struggle by state and elite actors to shape subjectivities through culture and identity formation in order to secure quiescence and rule. Close attention will be paid to how socializing agents, including schools and educational systems, media and film, families and local communities, shape and reshape efforts to have ordinary citizens internalize what Stuart Hall describes as "the horizon of the taken-for-granted," those ruling ideas and beliefs that consist "of things that go without saying because--- they come without saying." The course is set up as a deliberate conversation between the works of Antonio Gramsci, Michel Foucault, Friedrich Nietzsche, and Stuart Hall, as well as their interlocutors and critics, most notably James C. Scott. The trajectory of this literature carries us from domination "thinly" centered in class and mediated by culture, to power completely de-centered from material forms of rule. Though each author is distinct, if heterodox, in his approach to the question of power, Gramsci, Foucault, Nietzsche, and Hall are bound together by the shared belief that power is relationship, between class and culture, culture and identity, state and society.

Requirements/Evaluation: essays and participation

Prerequisites: PSCI 204 Introduction to Comparative Politics

Enrollment Limit: 15

Enrollment Preferences: upper-class students, especially seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

PSCI 440 (F) Challenges to Neoliberalism in the United States and Europe since the Financial Crisis

After emerging from the Cold War as the unrivaled model for capitalist societies, neoliberal capitalism has been subject to a series of challenges in the aftermath of the financial crisis of 2008-10. This seminar, after discussing briefly the institutions and logic of neoliberalism, will address recent challenges to it from both the left and the right in the United States and Europe. Specifically, the seminar will address the election of Donald Trump as president, the furor around Brexit in the United Kingdom and the authority of the European Union in Europe, and challenges to the hegemony of global finance and controversies around immigration in both the United States and Europe.

Requirements/Evaluation: in addition to participating in discussions about the readings, students are required to present to the class their written proposals for a research

Prerequisites: must be a senior Political Science major

Enrollment Limit: 15

Enrollment Preferences: Political Science majors specializing in the Comparative Politics subfield

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Michael D. MacDonald

PSCI 493 (F) Senior Thesis: Political Science

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA James McAllister, Mark T. Reinhardt

PSCI 494 (S) Senior Thesis: Political Science

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Mark T. Reinhardt

PSCI 495 (F) Individual Project: Political Science

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Prerequisites: two elective courses in the major's subfield specialization

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

PSCI 496 (S) Individual Project: Political Science

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Prerequisites: two elective courses in the major's subfield specialization

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

PSCI 497 (F) Independent Study: Political Science

Political Science independent study.

Prerequisites: open to senior Political Science majors with permission of the department chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

PSCI 498 (S) Independent Study: Political Science

Political Science independent study.

Prerequisites: open to senior Political Science majors with permission of the department chair

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

Winter Study -----

PSCI 11 (W) The East is Red? Socialism in Asia

Cross-listings: PSCI 11 ASST 12 HIST 12

Secondary Cross-listing

This course provides a historical and political overview of socialism in Asia from the 1910s to the present. It examines the spread and influence of Marxism in Asia, the policies of socialist states and movements in relation to decolonization, the Cold War, and the Sino-Soviet split, and the marriage between market reforms and ostensibly socialist governments in the present day. In addition to looking at the socialist governments of China, North Korea, Vietnam, and Cambodia, we will examine cases of "unsuccessful" socialist parties in Japan, Indonesia, and India. Class materials include memoirs of survival by non-state actors, the writings of socialist leaders (Mao Zedong, Ho Chi Minh, M.N. Roy, etc), and cultural constructions such as revolutionary theatre, songs, and contemporary films. Questions that will be addressed include: Why did Marxism, a Eurocentric theory of revolution intended for advanced capitalist societies, find such resonance in Asia? How was Marxism adapted for an Asian environment? Twenty-five years after the fall of communism, why have Asian socialist states remained in power? And in the scales of history, how should we judge the effects of socialism

in Asia? Evaluation will be based on two in-class presentations and a final research paper. Attendance and participation will also be taken into account. We will meet three times a week for two-hour sessions. Adjunct Bio: John Knight has a Ph.D in East Asian History with a focus on Modern China. He graduated in 2017 from The Ohio State University. He has previously taught East Asian and World History at the Rhode Island School of Design, Ohio State University, Capital University, and Seton Hall.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to students majoring in Asian Studies, History, or Political Science

Grading: pass/fail only

Materials/Lab Fee: \$15

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 11 ASST 12 HIST 12

Winter 2020

LEC Section: 01 MWF 1:00 pm - 2:50 pm John M. Knight

PSCI 12 (W) First Amendment Law and Policy

Intensive examination of first amendment law and policy, providing twice the time and attention to expressive rights than a survey on law or civil liberties course. The most important decisions, opinions and dissents will be covered. The tension between expressive rights (speech, religion, assembly) and other civil liberties (equality, privacy, others) will be discussed as will the rationale for permitting or restricting speech involving falsity, obscenity, "fighting words," hate speech, child pornography and depictions of violence, cruelty and sexual domination. Adjunct Instructor Bio: Lloyd Constantine has argued many constitutional law cases in SCOTUS and "inferior" federal courts. He has taught law school (Fordham) and both civil liberties and first amendment law and policy to undergraduates (SUNY). He taught this course during Williams 2019 Winter Study period.

Requirements/Evaluation: 10-page paper or 90-minute oral examination--the students' choice

Prerequisites: none, but if oversubscribed priority will be given to students who have taken constitutional law

Enrollment Limit: 30

Enrollment Preferences: students who have a background in or have taken constitutional law or civil liberties or plan to attend law school will be given priority

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020

LEC Section: 01 Cancelled

PSCI 13 (W) American First & Int'l Democracy Promotion: Democracy Promotion in US Foreign Policy & Int'l Devt.

Beginning from modest, ad hoc efforts in the 1980s, international democracy promotion has evolved into an international norm and an influential subfield of international development assistance. Beyond rhetoric and high-level diplomacy, democracy promotion now encompasses technical advice and assistance to help build democratic institutions, support democratic actors, and encourage democratic development in other countries. The U.S. and other developed countries support ambitious programs to encourage democracy, good governance, and human rights, including efforts addressing elections, political parties, civil society, institutions of governance, and the rule of law. Funding and policy influence for these programs have grown dramatically over the past several decades. At the same time, the Trump Administration's "America First" approach has raised questions about U.S. leadership in this field. This course integrates theory with analysis of current policy and practice. Drawing on political science concepts and practical experience, we will analyze and critique the design, theory of change, and implementation of international democracy programs. We will address what democracy promotion is, how democracy programs work, and whether they are effective. We will consider current trends and new challenges, including closing political space, conflict, violent extremism, and manipulation through social media as well as the changing U.S. role in the world. The course will also familiarize students with career opportunities in human rights, international development, and foreign policy. As the basis for class discussion and presentations, we will read selected materials from recent books, journal articles, published reports, and project documents as well as review film excerpts and consult on-line sources. The class will meet twice a week for three hours. As a final paper, students will prepare

project proposals in response to actual U.S. government RFPs. Adjunct Instructor Bio: Eric Bjornlund, Williams '80, is a lawyer and President of Democracy International. Over the past 30 years, he has designed, managed, evaluated and taught in democracy and governance programs in 70 countries. An adjunct professor at Georgetown University, he has also served as visiting scholar in Myanmar and guest lecturer at universities in the US and abroad. He is author of *Beyond Free and Fair: Monitoring Elections and Building Democracy* and holds a JD from Columbia and an MPA from Harvard. Xlist:

Requirements/Evaluation: written project proposal in response to actual US government request for proposals (RFP)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: based on a paragraph about why you are interested, taking account of seniority

Grading: pass/fail only

Materials/Lab Fee: \$20 and cost of books

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Eric C Bjornlund

PSCI 14 (W) The Best Athletes of All Time

Who are the greatest athletes of all time? This course will debate that question by focusing on individual female and male athletes and their greatest accomplishments from a variety of sports, including, but not limited to, baseball, basketball, golf, tennis, football, soccer, rock climbing, track and field, and swimming. Readings will consist of journalistic accounts of athletes and, if applicable, their role as teammates. We will watch video clips of the athletes in class. No additional work outside of class, beyond the assigned reading, will be required.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Winter 2020

LEC Section: 01 MW 1:00 pm - 3:50 pm Galen E Jackson

PSCI 15 (W) Introduction to Tap Dance

Cross-listings: DANC 15 PSCI 15

Primary Cross-listing

This course introduces those with little or no experience in tap dance to the basic techniques and movement/rhythm vocabularies of this musical and quintessentially American style of dance. In twice-weekly studio sessions, students will gain facility with the fundamentals of tap technique, practice basic combinations, and experiment with improvisation. To develop a richer sense of the American cultural context from which tap grew--particularly its roots in African American movement and music traditions and its appropriation by Broadway and the film industry--we will discuss film and writing on the genre's past and present in once-weekly classroom sessions. Students should expect to gain balance, rhythm, improvisational freedom, and confidence in public performance through practicing tap. Evaluation will be based on effort and improvement in studio sessions, participation in discussions, weekly journal reflections, and a final group performance of the shim sham, tap's so-called national anthem.

Requirements/Evaluation: final project or presentation

Prerequisites: none; course is only open to those with little or no tap experience

Enrollment Limit: 15

Enrollment Preferences: brief personal statements

Grading: pass/fail only

Materials/Lab Fee: approximately \$50 for books

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 15 PSCI 15

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Laura D. Ephraim

PSCI 16 (W) Speechwriting as Craft and Career

Cross-listings: PSCI 16 LEAD 16

Primary Cross-listing

Whether your ideal is Reverend Martin Luther King, Jr., telling Americans "I have a dream" or Ronald Reagan ordering Mikhail Gorbachev to "tear down this wall!", speeches can change cultures or minds, move a nation or a single human heart. This writing-intensive course will introduce you to the history and importance of speechwriting and rhetoric, provide you with direct experience writing and delivering speeches, and introduce you to career possibilities in speechwriting and related fields. Our course materials, professional guests and class discussions will consider diverse rhetorical traditions within the U.S. and around the world. The modern profession of speechwriting involves much more than writing remarks for someone using a podium or teleprompter. It may include developing a TED Talk, producing a video, writing social media posts or ghostwriting op-eds and even memoirs (!). That's because speechwriters at their best are more than writers: They're trusted advisors on the art of persuasive communication, and of leadership more generally. Whether you want to develop your own public speaking skills or write for a politician, CEO, or cultural leader, this class will teach you about poetics, persuasion, and the pretty peculiar principles involved in writing words that another human being will be credited (or blamed) for-not to mention a sense of the career opportunities in politics, education, the arts and industry. The course will meet 3x/week for 2 hours at a time. Work outside class-including readings, film viewings, writing assignments and associated research, rehearsal of speeches, etc.-will require another 20 hours per week. During the course all students will be expected to write and deliver multiple speeches. Adjunct Instructor Bio: Jim Reisch is Chief Communications Officer at Williams College.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for books

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 16 LEAD 16

Winter 2020

LEC Section: 01 MW 1:00 pm - 3:50 pm Jim Reische

PSCI 17 (W) State Constitutions, State Courts, and Individual Rights

Cross-listings: PSCI 17 JLST 17

Primary Cross-listing

Most people are familiar with the idea that the federal constitution, as interpreted by the U.S. Supreme Court, can serve as an important (albeit controversial) tool for vindicating individual rights. Cases involving rights to same-sex marriage, abortion, and gun ownership are just a few recent examples of the U.S. Supreme Court and the federal constitution taking center stage in battles over individual rights. But there is another, equally important, source of individual rights that is sometimes overlooked and understudied: state constitutions. Each state has its own constitution, which may contain different rights and protections from those in the federal constitution, and its own courts, which interpret that constitution. In this class, we'll take a look at the role of state constitutions and courts in protecting individual rights and influencing federal constitutional interpretation. From assessing the constitutionality of compelled sterilization to protecting citizens from unreasonable searches and seizures, we'll examine the interplay between state and federal courts and constitutions. To do this, we'll read the book *51 Imperfect Solutions: States and the Making of American Constitutional Law* by Judge Jeffrey S. Sutton (class of 1983). As a final project, students will choose a legal issue, evaluate its chances of success under the federal constitution and their home state constitution (or state constitution of their choosing), develop a basic litigation strategy aimed at achieving their objectives, and present that evaluation and strategy to the class. Adjunct Instructor Bio: Erin Lagesen (class of 1991) is a judge on the Oregon Court of Appeals. At Williams, she double majored in Mathematics and English. Adjunct Instructor Bio: Susan Yorke (class of 2006) is an

appellate attorney in San Francisco, and she also graduated from Williams with a double major in Mathematics and English.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 17 JLST 17

Winter 2020

LEC Section: 01 TRF 1:00 pm - 2:50 pm Susan Yorke, Erin C. Lagesen

PSCI 18 (W) Brexit: The Irish Factor

Ireland and the United Kingdom advanced their century old process of reconciliation when they joined the European Community in 1972. For a millennium Celtic Ireland had tried to sustain a separate political, cultural, and religious identity from England. Recent BREXIT negotiations designed to facilitate UK's exit from the EU focused uncomfortable attention on the evolving but still painful reconciliation process begun in the early nineteenth century. Ireland is adamant about maintaining the European connection; Northern Ireland, still part of the United Kingdom, cherishes the British connection but seeks to maintain economic and cultural ties to the Republic of Ireland. The course will feature six two hour lectures on the contours of Catholic and Celtic Ireland's relationship to the United Kingdom since 1801. Northern Ireland is central to this difficult but of late constructive dialogue. Students will be asked to identify a chapter in this difficult relationship as the focus for research supporting a ten page paper and a brief class presentation. All students will meet one on one with the instructor for at least one hour each week to define a topic, assess research materials, draft a paper, share impressions on their academic experience, and prepare a fifteen minute class presentation. Adjunct Instructor Bio: Mr. Brynn holds MA and Ph.D degrees in British History (Stanford) and M.Litt and Ph.D degrees in Irish Politics (Trinity College Dublin). During thirty years in the Foreign Service he was Ambassador/Chief of Mission in five African countries and Principal Deputy Secretary for African Affairs.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to students enrolled in their first and second academic year at Williams

Grading: pass/fail only

Materials/Lab Fee: \$20

Winter 2020

LEC Section: 01 Cancelled

PSCI 19 (W) Law as a Tool for Social Justice

The law may be deployed to achieve social justice in different ways: through the use of the judicial system, by the enactment of legislation, and at times through the ballot. While we will see the law work positively, we also will examine its limitations and failures due to societal, economic and human obstacles. The class will read 3 books in full and one in part, all of which relate compelling stories. We begin with *Devil in the Grove* (winner, 2013 Pulitzer Prize for non-fiction), which centers on a highly publicized 1949 Florida case involving 3 young black men who are defended against the charge of raping a white woman by Thurgood Marshall, then with the NAACP, at risk to his life. While we will encounter the brutal obstacles to obtaining justice in the deep South in 1949, the book also serves in part as a mini-biography of Marshall, and we will read about the great victories he achieves at the national level in the Supreme Ct. in cases involving voting, housing and education. Next is *Gideon's Trumpet*, a classic in the field of constitutional law by the renowned Anthony Lewis about winning the right of a pauper to be provided with legal counsel in all state felony cases. The book elegantly describes the structure of our Federal system, delineating the tension between the rights reserved to the states in the area of criminal law, and the umbrella of protection provided to individuals by the Bill of Rights. The third book is *Winning Marriage, The Inside Story of how Same-Sex Couples Took on the Politicians and Pundits - and Won* (2014) by Marc Solomon. The book narrates the incredibly successful effort by those in the LGBT community and their allies to win for same-sex couples the right to marry over a relatively short time. The book focuses on the gritty political

battles at the state level, ultimately moving to the Federal stage. The class will read key segments of the book, and also will read the landmark Obergefell Supreme Ct. decision establishing the right of same-sex couples to marry. The final book is *JUST MERCY* by Bryan Stevenson (2014), a NYTimes Notable Book, which is a moving account of Bryan's experiences with the US criminal justice system. It is about his establishing the Equal Justice Initiative, which has worked to free wrongfully convicted inmates on Death Row, children who have been unjustly sentenced to life without parole, mentally disabled persons who have received excessive sentences, and children who have been unjustly thrown into adult prisons. Not an abstract book, it deals with individual wrenching cases of injustice handled by the author. Adjunct Instructor Bio: Richard Pollet graduated from Williams College in 1969, cum laude, with Honors in Political Science and Columbia U. Law School J.D. in 1973. He has 40+ years practicing law, the last 26 as General Counsel of J. Walter Thompson (JWT). He retired in June 2013. Subsequently he has done some consulting for WPP, the parent company of JWT. He has taught this course several times.

Class Format: mornings

Requirements/Evaluation: 10 page paper

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: seniors first, then juniors, sophomores and first-years

Grading: pass/fail only

Materials/Lab Fee: approximately \$70 for books

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Richard Pollet

PSCI 20 (W) "Real" World Problem Solving

Cross-listings: PSCI 20 LEAD 20

Primary Cross-listing

This course will introduce you to tools and techniques to solve problems for impact not in the classroom, but in the White House Situation Room, the corporate board room, and even a forward operating base. We will focus on how to define and structure policy or strategy problems, and then identify and test hypotheses for impact. We will explore the necessity of using pragmatic "mental models" to inform our analyses and decision making. Along the way, we will explore cognitive biases, implementation challenges, and techniques to manage them. The best recommendations only come to life through compelling communication. We will build these skills, therefore, through "real" life exercises. These will include drafting talking points for a "principal" (e.g., the President, Secretary of State, a CEO, or a Governor), preparing a policy or strategy memo, and developing a compelling PowerPoint briefing for a senior executive audience. Case studies will provide the foundation for many class discussions. The class will be "tri-sector"--open to examples from the private, government, and nonprofit sectors. Source material will include: Graham Allison and Philip Zelikow, *The Essence of Decision: Explaining the Cuban Missile Crisis* (2nd edition); Richard Haass, *The Bureaucratic Entrepreneur: How to be Effective in Any Unruly Organization*; Richard Neustadt and Ernest May, *Thinking in Time: The Uses of History for Decision Makers*; Michael Lewis, *The Undoing Project: A Friendship that Changed Our Minds*; select podcasts and journal articles; and three films "Thirteen Days," "Moneyball," and "The Big Short." Assessment: class participation; final memo (5-8 pages) and class presentation on a real world issue. Adjunct Instructor Bio: Drew Erdmann '88 is Chief Operating Officer of the State of Missouri with responsibility for managing the ~50,000 employee, \$28 billion enterprise. After receiving his PhD in American History, Drew's career included government service with the State Department, Defense Department in Iraq, and White House, and over a decade with the global consultancy McKinsey & Company where his experience spanned the retail, media, energy, aerospace & defense industries, and the public and nonprofit sectors.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: preference for juniors and sophomores; students will have to send brief memo explaining why they are interested in course, with their resume

Grading: pass/fail only

Materials/Lab Fee: \$20 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 20 LEAD 20

Winter 2020

LEC Section: 01 Cancelled

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Paula M. Consolini, Cathy M. Johnson

PSCI 22 (W) Learning Intervention for Teens

This course pairs Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers (ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and allow them to take ownership of an independent project of the teen's choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the employees of the juvenile court system, elected officials, chiefs of police, district attorneys, the teens' peers and families, and Williams faculty and community members. Williams students learn to mentor teenagers and gain insight into the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Police Chief Mike Wynn and Professor Cheryl Shanks but entirely run by trained Williams students who have served as mentors in the past. Because Learning Intervention for Teens is an after-school program for the teens, this course meets Tuesday through Thursday from 306pm. In order to enroll in the course, when preregistering, all students must write a paragraph explaining why they believe they'd be a successful mentor in this program. Students should email their paragraphs to student coordinators Rebecca Tauber at ret5@williams.edu and Jamie Nichols jrn2@williams.edu and cc: cshanks@williams.edu.

Class Format: afternoons

Requirements/Evaluation: journal and final reflection totaling 10-15 pages, final project with teenager

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: by paragraph of interest

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Mike Wynn, Cheryl Shanks

PSCI 30 (W) Senior Essay: Political Science

Political Science senior essay.

Class Format: senior essay

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Mark T. Reinhardt

PSCI 31 (W) Senior Thesis: Political Science

To be taken by students registered for Political Science 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA James McAllister

PSCI 32 (W) Individual Project: Political Science

To be taken by students registered for Political Science 495 or 496.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Mark T. Reinhardt

PSCI 33 (W) Advanced Study in American Politics

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Mark T. Reinhardt

PSCI 99 (W) Independent Study: Political Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Mark T. Reinhardt

PSYCHOLOGY

(Div II, with some exceptions as noted in course descriptions)

Chair: Professor Noah Sandstrom

- Victor A. Cazares, Assistant Professor of Psychology
- Jeremy D. Cone, Assistant Professor of Psychology
- Eliza L Congdon, Assistant Professor of Psychology
- Susan L. Engel, Senior Lecturer in Psychology, The Class of 1959 Director of Program in Teaching
- Steven Fein, Professor of Psychology
- Amie A. Hane, Professor of Psychology, Chair of Public Health; affiliated with: Public Health Program
- Laurie Heatherington, Edward Dorr Griffin Professor of Psychology; on leave Fall 2019
- Kris N. Kirby, Professor of Psychology; on leave Fall 2019
- Nate Kornell, Associate Professor of Psychology
- Shivon A. Robinson, Assistant Professor of Psychology
- Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; affiliated with: Psychology Department
- Noah J. Sandstrom, Chair and Professor of Psychology
- Kenneth K. Savitsky, Professor of Psychology
- Stephanie J. Steele, Visiting Assistant Professor of Psychology
- Catherine B. Stroud, Associate Professor of Psychology
- Safa R. Zaki, Professor of Psychology, Chair of Cognitive Science Program
- Betty Zimmerberg, Howard B. Schow '50 and Nan W. Schow Professor of Neuroscience

MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

PSYC 101 Introductory Psychology

PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

NSCI 201/BIOL 212/PSYC 212 Neuroscience

PSYC 221 Cognitive Psychology

PSYC 232 Developmental Psychology

PSYC 242 Social Psychology

PSYC 252 Psychological Disorders

PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)

Area 2: Cognitive Psychology (courses with middle digit 2)

Area 3: Developmental Psychology (courses with middle digit 3)

Area 4: Social Psychology (courses with middle digit 4)

Area 5: Clinical Psychology (courses with middle digit 5)

Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)

Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course.

One 400-level Psychology course.

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.

Take PSYC 201 (Experimentation and Statistics) in the sophomore year.

Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students' opportunity to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that they are not able to do both, or is restricted in the choice of study-abroad programs.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don't include all of the components that we feel are an important foundation for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

There have been instances.

PSYC 101 (F)(S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 160

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Nate Kornell, Clarence J. Gillig

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Clarence J. Gillig

PSYC 127 (F) The Psychology of Success

This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). Other topics will include how discrimination affects success, cross-cultural differences in how children are cared for, and the self-help industry.

Requirements/Evaluation: written work and discussion of that work; a five page paper will be due every other week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: highest priority will be given to incoming first-years followed by rising sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSYC 158 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485 PSYC 158

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHIL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

PSYC 161 (F) Nonviolence and Positive Psychology

In this course we will explore the theory and practice of nonviolence in the context of research in Positive Psychology. Nonviolence means choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. We will then evaluate the claims of those theories regarding the positive effects of nonviolence by discussing research on psychological benefits to the practitioner, attitude change in the adversary, and effects on the larger community. Topics will include self-control, empathy, forgiveness, tolerance, aggression, resisting violent assault, civil disobedience, and courage. Along the way we will introduce basic concepts in research design and interpretation of data to help us evaluate the research with a critical eye. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common

human concern. Classes will be held at the jail, with transportation provided by the college. * Please note the atypical class hours, Tuesday, 4:45-8:30 pm.

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: selection will be based on student interviews

Expected Class Size: 9

Grading: yes pass/fail option, no fifth course option

Unit Notes: this class will include 9 Williams students and 9 inmates

Distributions: (D2)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Not offered current academic year

PSYC 201 (F)(S) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: must register for the lab and lecture with the same instructor

Requirements/Evaluation: papers, exams, and problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: A1 TF 2:35 pm - 3:50 pm Jeremy D. Cone

LAB Section: A2 W 1:00 pm - 4:00 pm Jeremy D. Cone

LEC Section: B1 TR 9:55 am - 11:10 am Kenneth K. Savitsky

LAB Section: B2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

Spring 2020

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 3:40 pm Kenneth K. Savitsky

LEC Section: B1 Cancelled

LAB Section: B2 Cancelled

LEC Section: C1 MR 1:10 pm - 2:25 pm Kris N. Kirby

LAB Section: C2 T 1:00 pm - 4:00 pm Kris N. Kirby

PSYC 212 (F) Neuroscience

Cross-listings: BIOL 212 NSCI 201 PSYC 212

Secondary Cross-listing

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia,

autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week and laboratory, every other week

Requirements/Evaluation: a lab practical, lab reports, two hour exams and a final exam

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 72

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 72

Grading: yes pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Tim J. Lebestky, Shivon A. Robinson

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

PSYC 221 (S) Cognitive Psychology

This course surveys current research on human cognition. Topics include perception, attention, learning, education, memory, psychology and law, categorization, language, judgment, decision making, reasoning, intelligence, problem solving, and consciousness.

Requirements/Evaluation: three midterms, a cumulative final exam, two short essays, and weekly quizzes

Prerequisites: PSYC 101 or permission of instructor

Enrollment Limit: 50

Enrollment Preferences: Psychology majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Nate Kornell

PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222

Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: discussion

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is

recommended

Enrollment Limit: 25

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

PSYC 232 (F)(S) Developmental Psychology

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, and family systems.

Class Format: discussion

Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: sophomores and junior Psychology majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Eliza L Congdon

Spring 2020

LEC Section: 01 Cancelled

PSYC 242 (F)(S) Social Psychology

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Requirements/Evaluation: two in-class exams, one paper and a final exam

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Steven Fein

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeremy D. Cone

PSYC 252 (F)(S) Psychological Disorders

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, eating disorders, addictions, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Requirements/Evaluation: two in class exams and a final exam

Prerequisites: PSYC 101; open to first-year students

Enrollment Limit: 50

Enrollment Preferences: Psychology majors, then sophomores, then by seniority

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Catherine B. Stroud

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Stephanie J. Steele

PSYC 258 (S) Language and Literacy Development

Cross-listings: JAPN 258 PSYC 258

Secondary Cross-listing

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

PSYC 272 (S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Class Format: discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 50

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Susan L. Engel

PSYC 313 (S) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic

Cross-listings: NSCI 313 PSYC 313

Primary Cross-listing

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

Class Format: empirical lab course

Requirements/Evaluation: class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 313 (D3) PSYC 313 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Shivon A. Robinson

LAB Section: 02 R 1:00 pm - 4:00 pm Shivon A. Robinson

PSYC 314 (S) Drug Addiction and Obesity: Tales of a Disordered Brain

Cross-listings: NSCI 314 PSYC 314

Primary Cross-listing

Drug addiction and obesity are two of the biggest health problems facing our world today. Although obesity and drug addiction are two qualitatively different disorders, recent literature suggests that they share similar neural substrates. The first third of this class will discuss the behavioral and neural underpinnings of drug addiction, the second third of this class will discuss the behavioral and neural underpinnings of obesity, and the last third of the class will discuss their interaction in many different facets. In so doing, students will learn about the animal models used to study drug addiction and obesity (i.e., intravenous self-administration, intracranial self-stimulation, conditioned place preference, conditioned taste avoidance, and locomotor sensitization) and the neurobiological techniques used to understand their underlying mechanisms (i.e., DREADDs, optogenetics, and immunohistochemistry). Utilizing these tools, students will design and conduct an empirical laboratory experiment to study these dysregulated behaviors.

Requirements/Evaluation: presentations and participation in discussions; written assignments; weekly lab meetings will be held and empirical projects presented in a final poster session

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 314 (D3) PSYC 314 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 Cancelled

LAB Section: 02 Cancelled

PSYC 315 (F) Hormones and Behavior

Cross-listings: NSCI 315 PSYC 315

Primary Cross-listing

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 315 (D3) PSYC 315 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

PSYC 317 (S) Nature via Nurture: Topics in Developmental Psychobiology

Cross-listings: PSYC 317 NSCI 317

Primary Cross-listing

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 10

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 317 (D3) NSCI 317 (D3)

Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

PSYC 318 (S) Image, Imaging, and Imagining: The Brain and Visual Arts

Cross-listings: INTR 223 PSYC 318

Primary Cross-listing

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how 'outsider' artists have portrayed brain syndromes and mental states. The class will include field trips to local museums.

Requirements/Evaluation: a midterm, in class writing assignments, participation in class discussions, and a final project

Prerequisites: PSYC 101 and an ARTH or ARTS course, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors; Psychology majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 223 (D3) PSYC 318 (D3)

Attributes: PSYC Area 1 - Behavioral Neuroscience

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Betty Zimmerberg

PSYC 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-pagw essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise a their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

PSYC 322 (S) Concepts: Mind, Brain, and Culture

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

Class Format: empirical lab course

Requirements/Evaluation: short papers, class presentation, and research paper

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Cognitive Science concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 Cancelled

LAB Section: 02 Cancelled

PSYC 324 (S) Great Debates in Cognition

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

Class Format: students will meet in pairs with the instructor for an hour each week

Requirements/Evaluation: weekly papers and oral arguments

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Cognitive Science concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Not offered current academic year

PSYC 326 (S) Choice and Decision Making

One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

Class Format: empirical lab course

Requirements/Evaluation: problem sets, essay papers, class and lab participation, and a research report

Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

Enrollment Limit: 16

Enrollment Preferences: senior Psychology majors who need the course to fulfill the major

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PHLH Decision-Making by Institutions + Individuals PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 Cancelled

LAB Section: 02 Cancelled

PSYC 327 (S) Cognition and Education

In this class we will read scientific articles about two interrelated topics. One is societal issues in schooling, such as fads, charter schools, tracking, dropping out, international differences, and segregation. The other is principles in the cognitive psychology of learning, such as desirable difficulty, that can be used to improve educational practice.

Requirements/Evaluation: daily quizzes, 3 presentations, 2 annotated bibliographies, 2 research papers, 1 essay, and class participation

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology TEAC Teaching Sequence Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Nate Kornell

PSYC 332 (S) Children's Mathematical Thinking and Learning

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, 12- to 15-page final paper, project and lab report

Prerequisites: PSYC 232 or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, upperclassmen, students with a demonstrated interest in the course material

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Eliza L Congdon

PSYC 335 (F) Early Experience and the Developing Infant

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent project

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: NSCI Group C Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Amie A. Hane

LAB Section: 02 T 1:00 pm - 4:00 pm Amie A. Hane

PSYC 338 (S) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Requirements/Evaluation: three 3- to 5-page essays, two child observations and a 7- to 10-page final paper

Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Susan L. Engel

PSYC 341 (S) Stereotypes, Prejudice, and Discrimination

Cross-listings: WGSS 339 PSYC 341

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or

group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339 (D2) PSYC 341 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Spring 2020

LEC Section: 01 R 1:00 pm - 4:00 pm Steven Fein

LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

PSYC 342 (S) Social Judgment

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people's judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Requirements/Evaluation: a series of short papers; two essay exams; written and oral report of a research proposal

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Psychology majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 4 - Social Psychology

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeremy D. Cone

PSYC 346 (S) Environmental Psychology

Cross-listings: ENVI 346 PSYC 346

Primary Cross-listing

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human

psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346 (D2) PSYC 346 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Spring 2020

SEM Section: 01 Cancelled

PSYC 349 (S) Psychology and Law

This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law's informal theories of human behavior will be compared to what psychologists know on the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, and juries. The course will also explore the psychological mechanisms underlying legal decisions, and demonstrate how psychological findings can contribute to legal system reform.

Requirements/Evaluation: exams, a series of papers

Prerequisites: PSYC 201 and PSYC 242 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Psychology majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Unit Notes: either PSYC 347 or PSYC 349 may be taken for credit, but not both

Distributions: (D2)

Attributes: PSYC Area 4 - Social Psychology

Not offered current academic year

PSYC 352 (F) Clinical and Community Psychology

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. **Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.**

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper

Prerequisites: PSYC 252

Enrollment Limit: 15

Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 355 (S) Psychotherapy: Theory and Research

Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change -- emotionally, cognitively, and/or behaviorally -- and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.

Class Format: empirical lab course

Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, APA style research report and poster/oral presentation of the research project

Prerequisites: PSYC 201 and PSYC 252

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Laurie Heatherington

LAB Section: 02 T 1:00 pm - 4:00 pm Laurie Heatherington

PSYC 356 (F) The Science of Suicide and Related Psychopathology

This course will provide students with a comprehensive understanding of the science and study of suicide and related psychopathology (e.g., non-suicidal self-injury) in both clinical and community samples. Course topics will include prevalence across the lifespan, current models of etiology, distal and proximal indicators of suicide risk, risk assessment and safety planning, suicide prevention and science-based interventions, and an exploration of cultural factors/issues of diversity. Readings will involve empirical studies and theoretical models that have shaped the study of suicidality, and recent studies that have taken a multidisciplinary approach (e.g., neuropsychological research; machine learning) to understanding suicide. Students will evaluate published research based on theory, methodological rigor, ethical considerations, diversity/inclusion, and current gaps in the literature that contribute to difficulty in predicting and preventing suicide. Students will design and conduct an empirical research project based on the course readings and topics discussed, such as analyzing existing data sets, examining media depictions/reporting, conducting surveys, and employing analogue research.

Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, APA-style research paper, poster/oral presentation of the research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Stephanie J. Steele

LAB Section: 02 W 1:10 pm - 3:50 pm Stephanie J. Steele

PSYC 357 (F) Depression

This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

Requirements/Evaluation: class participation, five 1 page response papers, 2 class presentations, final paper

Prerequisites: PSYC 201; PSYC 252 recommended

Enrollment Limit: 18

Enrollment Preferences: Psychology majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Catherine B. Stroud

PSYC 358 (S) Developmental Psychopathology: Trajectories of Risk and Resilience

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

Requirements/Evaluation: five 5-page papers, five short response papers, and participation in discussions

Prerequisites: PSYC 252; PSYC 201 recommended

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Spring 2020

TUT Section: T1 TBA Catherine B. Stroud

PSYC 359 (S) Anxiety: Responses to Danger, Both Real and Imagined

This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and natural disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.

Requirements/Evaluation: active class participation, frequent response papers, midterm examination and final term paper

Prerequisites: PSYC 252

Enrollment Limit: 18

Enrollment Preferences: Psychology Majors; preference given to those with outstanding major requirements

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 361 (S) Psychology of Nonviolence

Nonviolence refers to choice behavior in interpersonal interactions in which physical injury to others is rejected as an option. In this course we will study moral and psychological theories of nonviolence, and evaluate the empirical support for their central claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include empathy, tolerance, forgiveness, aggression, courage, resisting violent assault, and civil resistance.

Class Format: discussion

Requirements/Evaluation: class attendance and participation, discussion leadership, one 5-page essay, and a final paper of approximately 10 page

Prerequisites: any 200-level course in PSYC or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

PSYC 397 (F) Independent Study: Psychology

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Noah J. Sandstrom

PSYC 398 (S) Independent Study: Psychology

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Noah J. Sandstrom

PSYC 401 (F) Psychology in Popular Discourse: A Critical Examination

This course considers several important contemporary topics from diverse psychological perspectives. These topics--which may include issues such as personal and external influences on success; technology and relationships; addiction--will be introduced via popular books, films, or podcasts, and we will analyze them more deeply with original research articles from across multiple approaches and sub-disciplines of psychology. A central goal in this course is for students to develop and apply the skills necessary to critically evaluate psychological ideas as they exist in the broader popular culture. The course will primarily be discussion based, and the students will lead these discussions.

Class Format: student-facilitated discussions

Requirements/Evaluation: participation in class discussions, choosing relevant research articles, and three position papers

Prerequisites: senior Psychology majors, or permission of instructor in rare cases

Enrollment Limit: 36(12/sec)

Enrollment Preferences: senior Psychology majors

Expected Class Size: 36

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 Cancelled

SEM Section: 02 MR 1:10 pm - 2:25 pm Matthew M. Clasen

SEM Section: 03 TF 1:10 pm - 2:25 pm Matthew M. Clasen

PSYC 403 (F) The Psychology of Love

This seminar will examine psychological approaches to the study of attraction, affiliative bonds, attachment, and relationship health across the lifespan. These topics will be introduced via review articles, books, and films. Students will analyze these topics more deeply with presentations and student-led discussions of original research articles from across multiple perspectives and subdisciplines of psychology.

Class Format: student-facilitated discussions

Requirements/Evaluation: participation in class discussion, selection and presentation of relevant empirical papers, three position papers

Prerequisites: senior Psychology majors, or permission of instructor in rare cases

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Amie A. Hane

PSYC 407 (F) Success and Failure

The theme of this psychology senior seminar will be success. We will discuss the path to personal success, including the relative importance of hard work, genetic talent, and luck; barriers to success like poverty, discrimination, and incarceration; what parents should want, and do, for their children; how having a disability changes one's definition of success; what success means, and requires, during a war; and how science itself has been weakened by scientists' ambition for success. We will read a book or watch a film about each topic we choose, then delve deeper by reading and discussing scientific journal articles. Class meetings will be student-led discussions. You will learn how to assess an argument skeptically, seek additional evidence, and argue for solutions. You will practice useful life skills such as how to lead and participate in a meeting (i.e., a class discussion) and how to write engagingly and convincingly. The larger goal will be to leave this class more prepared to develop and communicate informed opinions in the future.

Class Format: student-led discussions

Requirements/Evaluation: participating in and leading class discussions, choosing topics and readings, and writing essays

Prerequisites: senior Psychology majors or permission of instructor in rare cases

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Nate Kornell

SEM Section: 02 TF 1:10 pm - 2:25 pm Nate Kornell

PSYC 493 (F) Senior Thesis: Psychology

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Prerequisites: permission of the thesis advisor

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Noah J. Sandstrom

PSYC 494 (S) Senior Thesis: Psychology

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Prerequisites: permission of the thesis advisor

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Noah J. Sandstrom

Winter Study -----

PSYC 10 (W) Yoga, Mindfulness and Creativity

The greatest obstacles to creativity are distraction and stress. The goal of this course is to unplug, refresh, and reunite with your creative, productive, true self. Exploring the correlation between yoga, mindfulness and creativity, we will practice yoga, tour the wonderful museums in our area, make individual mandalas in an art workshop, and go on a 2-night/3-day stay at the renowned yoga retreat Kripalu. In this class, focused primarily on yoga, students will meet 4 - 5 hours per week to practice open-level yoga, and explore the core asanas (yoga poses), healthy alignment, asana variations and creative sequencing, as well as other techniques to cultivate mindfulness: pranayama (breath work) and meditation. Time in the yoga studio will be complemented by visits to the Clark Art Institute, the Williams College Museum of Art, and MassMoCA. In these museums, we will be guided by museum staff and learn how their philosophies and practices relate to our focus on creativity and mindfulness. We will take ample time for mindful observation, and some of our yoga practice may take place inside these museum galleries. Throughout the course, students will be expected to journal on various open-ended prompts and occasionally discuss them. After the first two weeks we will participate in a mandala making workshop led by local artist Zoe Doucette. Whether we think of ourselves as artistic or not, this workshop will encourage us to create something visually unique and personally meaningful. The highlight of the course will come at the end, when we'll spend two nights and three days at the world-renowned yoga retreat Kripalu, located in nearby Stockbridge, MA, where students will be free to explore a variety of classes and yoga styles, vegan food, meditation, and more. Back on campus, we will end the course in the same biometrics lab in which the course began, in order to assess how our yoga practice and breathing techniques have affected our heart rates. Final projects will consist of 1. Regular journal entries 2. Creative visual project (mandala or other) 3. 3-5-page research paper or 3-5-minute presentation on breathing techniques or guided meditation. Adjunct Instructor Bio: Mary Edgerton is a certified yoga instructor at Williams College. She also teaches throughout Berkshire County through her business NightSkyYoga.com.

Requirements/Evaluation: journaling 3x/week and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to seniors

Grading: pass/fail only

Materials/Lab Fee: \$360 and approximately \$30 for books

Winter 2020

LEC Section: 01 MWF 10:30 am - 11:50 am Mary M. Edgerton

PSYC 11 (W) Designing your Life and Career After Williams

This course takes a psychological approach to helping you figure out what to do with your life. We start by reviewing your life story up until now and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between

your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives and careers that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you. Adjunct Instructor Bio: Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study for the last three years and deeply enjoys mentoring students around career issues.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to juniors and seniors if the course is overenrolled

Grading: pass/fail only

Materials/Lab Fee: approximately \$51 for books

Winter 2020

LEC Section: 01 MTW 10:00 am - 11:50 am Ben Johnson

PSYC 12 (W) Towards a Fuller Life: The Role of Joy, Creativity, Play and Gratitude

What does it mean to live a full life? How does one bring joy, creativity, play and gratitude into daily living? In this experiential course, students will explore concepts and complexities related to play, creativity, joy and gratitude across cultures and develop realistic practices for integrating these qualities into daily life. Students will participate in discussions, experiential activities, wellbeing challenges, journaling and community projects. Out of class time will emphasize practice opportunities for each of the pillars of the course.

Requirements/Evaluation: weekly practice plan and reflection papers

Prerequisites: ability to laugh--out loud or silently

Enrollment Limit: 16

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$10

Winter 2020

LEC Section: 01 TR 10:00 am - 12:50 pm Alysha B. Warren, Wendy Adam

PSYC 13 (W) Designing for People

Cross-listings: PSYC 13 CSCI 13

Secondary Cross-listing

Many technologically-innovative and aesthetically-beautiful products fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The field of Human Factors combines aspects of psychology with software development, education, architecture, and physiology, and other fields, to design objects that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical knowledge of a variety of human factors testing methodologies. The course will examine the usability of a wide variety of designed objects, including buildings, publications, websites, software applications, and consumer electronics gadgets. Students will demonstrate their understanding of human factors theory through a short paper and participation in class discussion. Students identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects. Findings will be presented on the final day. Adjunct Instructor Bio: Rich Cohen '82 has designed communications, social networking and education

applications used by over 100 million people and has conducted usability research on four continents.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Instructor seeks a diverse group of students with interests in design, psychology, and human-computer interaction

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 13 CSCI 13

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Rich Cohen

PSYC 14 (W) JA SelCom: A Case Study in Selection Processes

The majority of the time will be dedicated toward selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in the selection? These are just a few of the questions that we will seek to understand through guest speakers from the Davis Center, Psychology Department, Admissions, and the Career Center. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality. To enroll in this course, you must apply via this form (<https://forms.gle/BjWA1tTFQweAvqc8>) by 11:59 pm on October 25. Those who are not selected will be notified in time so that they can still register for another Winter Study course during the first round of registration.

Requirements/Evaluation: short writing assignments totaling 10 pages

Prerequisites: none

Enrollment Limit: 21-30

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 5:00 pm Christopher Sewell

PSYC 15 (W) Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. *Extensive time will be spent outside of class working on assigned projects.* Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, juniors, sophomores, first years

Grading: pass/fail only

Materials/Lab Fee: \$250

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Debra S. Rogers-Gillig

PSYC 16 (W) Self Compassion: The Benefits and the Challenges

Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be asked to practice skills between classes, do some reading, and reflect on your experiences.

Requirements/Evaluation: 2- to 3-page reflection paper will be due each week; weekly log of mindfulness activities will also be kept and submitted

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$10

Winter 2020

LEC Section: 01 MW 1:00 pm - 3:50 pm Alysha B. Warren, Celia O. Hilson

PSYC 18 (W) Peer Health Call In Walk In Training

Cross-listings: PSYC 18 SPEC 18

Secondary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies. Adjunct Instructor Bio: Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: current members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 18 SPEC 18

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Laini Sporbert

PSYC 19 (W) Living a Good Life: Insights from Philosophy and the Science of Human Nature

Cross-listings: PHIL 19 PSYC 19

Secondary Cross-listing

This course pairs central text from the classical and contemporary Western philosophical tradition with recent findings in cognitive science and related fields. In addition, life-long learners from the Berkshire Osher Life-Long Learning Institute will be paired with Williams students from all years and all readings from classical and contemporary western philosophy, and recent findings in the cognitive sciences will provide a context for intergenerational participants from the Osher Lifelong Learning Institute and Williams College to explore promising answers to fundamental questions like the following: What makes life most worth living? What is happiness? What are the components of human flourishing and how can they be best secured for as many people as possible, now and in the future? What kinds of answers can we anticipate from philosophical reflection and empirical research? Required reading: Selections from Plato *Crito*, *The Republic* and Aristotle *Nicomachean Ethics*; articles from psychology journals; books available at the college bookstore: Thomas Hurka *The Best Things in Life*; Jonathan Haidt *The Happiness Hypothesis*; Martin Seligman *Learned Optimism*; Williams MacAskill *Doing Good Better*. Adjunct Instructor Bio: Virginia O'Leary received her Ph.D. in Social Psychology at Wayne State University in 1969. Her early research was on women and work. Later she focused on resilience and thriving in the face of adversity and gender in cross-cultural context. Adjunct Instructor Bio: Tom Hodgson received his MA in philosophy from Yale University, after majoring in philosophy and in religion at Williams. He taught philosophy and coached various sports at Phillips Academy for 40 years, helped found the urban squash program in Lawrence, MA, and directed summer programs in Kunming, China. He currently coaches squash at Williams.

Requirements/Evaluation: 10-page paper; short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: lottery; 15 williams students 15 OLI students

Grading: pass/fail only

Materials/Lab Fee: \$50 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 19 PSYC 19

Winter 2020

LEC Section: 01 M 10:00 am - 12:50 pm R 10:00 am - 12:50 pm Tom Hodgson, Virginia E. O'Leary

PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Requirements/Evaluation: 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

Prerequisites: approval by Ken Savitsky is required

Enrollment Limit: 20

Enrollment Preferences: random selection

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Kenneth K. Savitsky

PSYC 22 (W) Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be.

Requirements/Evaluation: quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

Prerequisites: permission of faculty mentor

Enrollment Limit: POI

Enrollment Preferences: selection will be based on evaluation of departmental application and number of faculty available as mentors

Grading: pass/fail only

Winter 2020

RSC Section: 01 M 10:00 am - 11:50 pm Jeremy D. Cone

PSYC 23 (W) STEAM Sandboxes: Public Pedagogy and Transformative Learning

Cross-listings: ARTH 23 PSYC 23 ARTS 23

Primary Cross-listing

Where, when, and how do children learn outside of school? What is STEAM education, and who has access to it? Why does creative youth development matter in our society? Creative problem solving--the flexibility, persistence, and openness to generate and apply novel solutions to problems--is essential for success in school, the workplace, and beyond. The Bay Area Discovery Museum (BADM) has developed a pedagogical framework for educators to build children's creative problem-solving skills through intentional experiences. We will use this framework to guide our exploration of informal learning environments, including museums, libraries, and other out-of-school places, investigating how children--and adults in their lives--access learning in STEAM content areas, especially the sciences and the arts. In addition to class meeting time, we plan to take two or three day-long field trips to local and regional museums and other educational sites. Alongside our research in the field and discussions in class, students will create a journal in the medium of their choice (written, visual, aural) to document and reflect on their learning. Students will also work individually or collaboratively to design a prototype for a STEAM exhibition, event, song, podcast, video, or project of their choosing that they will present at the end of the session. We welcome anyone with an interest in contributing to the field of education, making, creating, and innovating! This course is not limited to students with backgrounds in psychology, the sciences, or art. Class is scheduled for M and W afternoons with mandatory all- and partial-day field trips scheduled during Weeks 1-3. Dates of the field trips are TBD, and may fall either on Tuesdays, Wednesdays, or Thursdays. Helen Hadani, Director of Research at BADM, and Molly Polk, from the Center for Learning in Action, will co-teach this course. Adjunct Instructor Bio: Molly was the founding education coordinator and curator for Kidspace at MASS MoCA and has taught children of all ages in informal learning environments, including museum galleries and dance studios, ski trails and forest floors, food pantries and assisted living centers. She works with Williams students who teach and mentor K-6 students at Brayton and Greylock Schools in North Adams. Her research areas of interest include student-driven learning and equity of access in K-12 public education. Adjunct Instructor Bio: Helen Hadani is the Director of Research at the Center for Childhood Creativity (CCC)--the research and advisory division of the Bay Area Discovery Museum (BADM)--and authors publications that synthesize scientific findings on children's learning and cognition for parents and educators.

Requirements/Evaluation: final project (individual or collaborative) in a medium of choice, accompanied by an informal presentation; as part of the process in developing their final projects, students will work together to provide feedback to each other prior to presenting their work; a rubric based on the CREATE framework will be available for students to use as a guideline for their projects as they consider pedagogical approaches, design features, and the learning outcomes for young people

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have relevant experience through course- or fieldwork in Psychology and/or education will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$35

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 23 PSYC 23 ARTS 23

Winter 2020

LEC Section: 01 MW 1:00 pm - 2:50 pm Molly H. Polk, Helen S. Hadani

PSYC 31 (W) Senior Thesis: Psychology

To be taken by students registered for Psychology 493-494.

Requirements/Evaluation: determined by faculty

Prerequisites: PSYC 493 or NSCI 493

Enrollment Limit: POI

Enrollment Preferences: all will be enrolled

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Amie A. Hane

PSYC 99 (W) Independent Study: Psychology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Noah J. Sandstrom

PUBLIC HEALTH

Chair: Professor Amie Hane

Advisory Committee

- Amie A. Hane, Professor of Psychology, Chair of Public Health; affiliated with: Public Health Program
- Kieran Honderich, Chair and Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Public Health Program
- Marion Min-Barron, Visiting Assistant Professor

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Requirements

Application to the concentration must be completed in the Spring of sophomore year. Applications are due during pre-registration. Application materials can be obtained on the public health website public-health.williams.edu by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program. Depending on availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Elective Courses

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single "track" within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. Please note that experiential component should address both the "public" and "health" in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement.

PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of

understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. Please note electives will not be offered every year. Students should check the course catalog as they considering possible electives.

PHLH Bioethics + Interpretations of Health

[CHIN 253 / COMP 254 / WGSS 255"Disease" in Modern Chinese Literature and Culture](#)

Taught by: [Man He](#)

[Catalog details](#)

[PHIL 212 / STS 212 / WGSS 212 Ethics and Reproductive Technologies](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 213 T\(S\) Biomedical Ethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 227 Death and Dying](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228\(F\) Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 274 T Messing with People: The Ethics of Human Experimentation](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 337 T Justice in Health Care](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[REL 246 T / ANTH 246 / ASST 246 / WGSS 246\(F, S\) India's Identities: Nation, Community, & Individual](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[SOC 332 Life and Death in Modernity](#)

Taught by: [Grant Shoffstall](#)

[Catalog details](#)

[SOC 371 / HSCI 371 / STS 371 Medicine, Technology, and Modern Power](#)

Taught by: [Grant Shoffstall](#)

[Catalog details](#)

PHLH Biomedical Determinants of Health

[BIOL 133 Biology of Exercise and Nutrition](#)

Taught by: [Steven Swoap](#)

[Catalog details](#)

[BIOL 134 / ENVI 134\(F\) The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[BIOL 219 TD Dangerous Exposures: Environment, Immunity, and Infectious Disease](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 313\(S\)Immunology](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[BIOL 315\(S\)Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 417Translational Immunology: From Bench to Bedside](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[CHEM 341 / ENVI 341Toxicology and Cancer](#)

Taught by: [David Richardson](#)

[Catalog details](#)

[PSYC 317 T / NSCI 317Nature via Nurture: Topics in Developmental Psychobiology](#)

Taught by: [Betty Zimmerberg](#)

[Catalog details](#)

[PSYC 335\(F\)Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

[STS 115AIDS: The Disease and Search for a Cure](#)

Taught by: [Bob Rawle](#)

[Catalog details](#)

PHLH Core Courses

[PHLH 201\(S\)Dimensions of Public Health](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

[PHLH 402\(S\)Senior Seminar in Public Health](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

PHLH Decision-Making by Institutions + Individuals

[ECON 205\(F\)Public Economics](#)

Taught by: [Sara LaLumia](#)

[Catalog details](#)

[ECON 242Evaluating the Costs and Benefits of Public Policies](#)

Taught by: [Mikael Svensson](#)

[Catalog details](#)

[ECON 381Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 465Pollution and the Labor Market](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 468Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[ECON 504\(F\)Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[PSCI 209 / WGSS 209Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 228\(S\)International Organization](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSYC 326\(S\)Choice and Decision Making](#)

Taught by: TBA

[Catalog details](#)

PHLH Methods in Public Health

[ANTH 371 / STS 370 / WGSS 371\(F\)Medicine, Pathology, and Power: An Ethnographic View](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[ECON 523 / ECON 379\(S\)Program Evaluation for International Development](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[MATH 310 T / BIOL 210Mathematical Biology](#)

Taught by: [Julie Blackwood](#)

[Catalog details](#)

[PHLH 250Qualitative Research Methods in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

[PHLH 255Research Methods in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

PHLH Nutrition, Food Security, and Environmental Health

[AFR 211 / AMST 211 / ENVI 211 / SOC 211Race and the Environment](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[BIOL 220 / ENVI 220\(S\)Field Botany and Plant Natural History](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[BIOL 308\(F\)Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ENVI 283 / PSCI 283Dirty Politics: Regulating Hazardous Chemicals and Wastes](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 308Science and Politics in Environmental Decision Making](#)

Taught by: [Pia Kohler](#)

[Catalog details](#)

[ENVI 422Ecology of Sustainable Agriculture](#)

Taught by: TBA

[Catalog details](#)

[PHLH 220\(F\)International Nutrition](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

PHLH Reproductive, Maternal and Child Health

[PSYC 317 T / NSCI 317Nature via Nurture: Topics in Developmental Psychobiology](#)

Taught by: [Betty Zimmerberg](#)

[Catalog details](#)

[PSYC 335\(F\)Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

[PSYC 352Clinical and Community Psychology](#)

Taught by: [Laurie Heatherington](#)

[Catalog details](#)

[PSYC 358 T\(S\)Developmental Psychopathology: Trajectories of Risk and Resilience](#)

Taught by: [Catherine Stroud](#)

[Catalog details](#)

PHLH Social Determinants of Health

[AFR 211 / AMST 211 / ENVI 211 / SOC 211Race and the Environment](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[ANTH 269 T / ASST 269 / REL 269 / STS 269\(F, S\)Mindsight: Mindfulness and Medicine](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[ECON 380 / ECON 519Population Economics](#)

Taught by: [Lucie Schmidt](#)

[Catalog details](#)

[ECON 468Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[PSCI 209 / WGSS 209Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[WGSS 230 / AFR 230Gender, Sexuality, and Global HIV/AIDS](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

PHLH Statistics Courses

[ECON 255\(F, S\)Econometrics](#)

Taught by: [Lara Shore-Sheppard](#), [Matthew Gibson](#), [Kenneth Kuttner](#), [David Zimmerman](#)

[Catalog details](#)

[POEC 253\(F\)Empirical Methods in Political Economy](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[PSYC 201\(F, S\)Experimentation and Statistics](#)

Taught by: [Kenneth Savitsky](#), [Kris Kirby](#), [Jeremy Cone](#)

[Catalog details](#)

[STAT 101\(F, S\)Elementary Statistics and Data Analysis](#)

Taught by: [Elizabeth Upton](#)

[Catalog details](#)

[STAT 161\(F, S\)Introductory Statistics for Social Science](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 201\(F, S\)Statistics and Data Analysis](#)

Taught by: [Shaoyang Ning](#), [Stewart Johnson](#)

[Catalog details](#)

[STAT 202\(F, S\)Introduction to Statistical Modeling](#)

Taught by: [Xizhen Cai](#)

[Catalog details](#)

[STAT 372Longitudinal Data Analysis: Modeling Change over Time](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 410\(F\)Statistical Genetics](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 440Categorical Data Analysis](#)

Taught by: [Bernhard Klittingberg](#)

[Catalog details](#)

STUDY ABROAD AND INTERNSHIPS

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the Chair. You can find general study away guidelines for Public Health at public-health.williams.edu.

PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 02 TF 2:35 pm - 3:50 pm Kiaran Honderich

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.

Attributes: PHLH Nutrition, Food Security+Environmental Health

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

PHLH 250 (F) Qualitative Research Methods in Public Health

Qualitative methods provide the opportunity to add in-depth meaning and context regarding research on individuals and the environments of study. This course introduces students to qualitative research theory in Public Health and gives them the opportunity to 'practice' three qualitative research methods; (1) in-depth interviewing, (2) focus groups and (3) participant observation. Students will have the opportunity to pilot each of these three qualitative research methods, analyze a subset of the data via qualitative analysis software, and design a qualitative research study (including the

research instrument). We will cover best practices in reporting qualitative results (for the purposes of peer-reviewed publication) and learn about the advantages and disadvantages of qualitative research in various domestic and international settings related to public health (such as nutrition, HIV and physical activity).

Requirements/Evaluation: three 1-page reflection papers, transcription/field notes of one qualitative method (5-7 pages), one research proposal (10-15 pages), and an oral presentation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Methods in Public Health

Not offered current academic year

PHLH 255 (S) Research Methods in Public Health

This course will introduce students to three common research methods utilized within Public Health: qualitative methods, survey methods and epidemiology. We will cover the basic research design process, integrating and comparing the qualitative methods of interviewing and focus groups, survey instrument design and pretesting as well as basic epidemiologic methods and concepts. Readings and discussions will engage with best practices in reporting these types of methods (for the purposes of peer-reviewed publication). Lastly, students will have the opportunity to design research instruments, pilot some of these methods, and analyze a subset of the data via analysis software. Students who have taken PHLH 250 should not enroll in PHLH 255.

Requirements/Evaluation: three 1-page reflection papers, development of two research instruments (3-5 pages), one critique of a journal article (5 pages), an oral presentation and active class participation

Prerequisites: PHLH 201 or equivalent AND at least one Statistics course

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Methods in Public Health

Not offered current academic year

PHLH 397 (F) Independent Study: Public Health

Public Health Independent Study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Amie A. Hane

PHLH 398 (S) Independent Study: Public Health

Public Health Independent Study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

Prerequisites: completion of at least four courses counting towards the PHLH concentration

Enrollment Limit: 14

Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses PHLH Core Courses

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Susan Godlonton

LAB Section: 02 T 1:00 pm - 4:00 pm Marion Min-Barron

Winter Study -----

PHLH 15 (W) The Human Side of Medicine and Medical Practice

In today's health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the "human side" of medical practice is often minimized or even disregarded. Medical schools debate how or whether to emphasize this more interpersonal aspect of medicine within their curriculums. This concern with the patient/physician relationship becomes particularly relevant with today's reliance upon personal devices and with a culture promoting medicine as a big business model. Increasingly research shows that the combination of both perspectives--patient centered understanding and technical proficiency--lead to better diagnosis and treatment; to improved patient compliance and satisfaction; and to increased physician professional satisfaction. The doctor/patient relationship will be placed within the broader context of cybersecurity concerns, the opioid epidemic, and new disruptive models of health care. Original thinking, examining personal/family experiences, in-class skill practice and frequent class guest speakers will provide much of the learning experience. This seminar works well for those who have shadowed physicians or are planning to shadow, but ALL MAJORS ARE WELCOME. Lively discussion is key. Reading includes *Every Patient Tells A Story* (Lisa Sanders), *When Breath Becomes Air* (Paul Kalanithi), *Black Man In A White Coat* (Damon Tweedy) as well as a reading packet distributed by the instructor. Adjunct Instructor Bio: Sandra Goodbody is a clinical social worker, with a private psychotherapy practice in Washington DC. She has worked at the Institute of Medicine (National Academies) and has taught at The George Washington School of Medicine.

Requirements/Evaluation: final project plus three 2-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: student interest

Grading: pass/fail only

Materials/Lab Fee: \$15 and approximately \$55 for books

Winter 2020

LEC Section: 01 TWR 10:00 am - 11:50 am Sandra Goodbody

PHLH 25 (W) Public Health, Community Action, and Education in Rural India

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable--and most vital--members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (<http://fphed.org/>). A UP-based organization with its own campus, FPHEd's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHEd will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. She conducted community-based participatory research on government reproductive health programs in rural India through a Fulbright-Nehru Fellowship. She has spent a cumulative 17 months to-date studying and researching reproductive health in rural India. She is currently a Health Care Assistant at Planned Parenthood in Boston.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Public Health students, then by seniority

Grading: pass/fail only

Materials/Lab Fee: \$3,260

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Elizabeth F. Curtis

PHLH 99 (W) Independent Study: Public Health

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Amie A. Hane

QUANTITATIVE/FORMAL REASONING (QFR)

The Quantitative/Formal Reasoning (QFR) requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: discussion, observing sessions, and five labs per semester

Requirements/Evaluation: weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot, Kevin Flaherty

LAB Section: 02 M 7:00 pm - 9:40 pm Anne Jaskot, Kevin Flaherty

BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Primary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: six hours per week

Requirements/Evaluation: bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites: BIOL 101 and 102

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 84

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

BIOL 203 (F) Ecology (QFR)

Cross-listings: BIOL 203 ENVI 203

Primary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

BIOL 222 (S) Essentials of Biochemistry (QFR)

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments

Prerequisites: BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

Enrollment Limit: 24

Enrollment Preferences: seniors who need to fulfill the biochemistry requirement for premedical school

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel V. Lynch

LAB Section: 02 W 1:00 pm - 4:00 pm Daniel V. Lynch

LAB Section: 03 R 1:00 pm - 4:00 pm Daniel V. Lynch

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Luana S. Maroja

LAB Section: 02 T 1:00 pm - 4:00 pm Luana S. Maroja

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

BIOL 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

CHEM 151 (F) Introductory Chemistry (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

Prerequisites: Students are required to take the Chemistry Placement Test prior to registering for the course; incoming first-year students are required to meet with a faculty member during First Days. Test information can be found at chemistry.williams.edu/placement.

Enrollment Limit: 16/lab

Enrollment Preferences: first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Christopher Goh

LAB Section: 02 M 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 03 W 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 04 R 1:00 pm - 5:00 pm Laura R. Strauch

CHEM 153 (F) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Prerequisites: students are required to take the online Chemistry Placement Test (chemistry.williams.edu/placement) prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Limit: 16/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 70

Grading: no pass/fail option, no fifth course option

Unit Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 8:00 am - 12:00 pm John W. Thoman

LAB Section: 04 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 05 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 06 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

CHEM 155 (F) Principles of Modern Chemistry (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: weekly problem sets, laboratory work and reports, an hour test, and a final exam

Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to <http://chemistry.williams.edu/placement/>

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 8:00 am - 8:50 am Enrique Peacock-López

LAB Section: 02 M 1:00 pm - 5:00 pm Enrique Peacock-López

LAB Section: 03 T 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 04 W 1:00 pm - 5:00 pm Enrique Peacock-López

CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 16/lab

Expected Class Size: 120

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 8:00 am - 8:50 am Sarah L. Goh

LEC Section: 02 MWF 9:00 am - 9:50 am Ben W. Thuronyi

LAB Section: 03 M 1:00 pm - 5:00 pm Thomas E. Smith

LAB Section: 04 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 05 W 1:00 pm - 5:00 pm Ben W. Thuronyi

LAB Section: 06 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 07 Cancelled

LAB Section: 08 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 09 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 10 T 8:00 am - 12:00 pm David P. Richardson

LAB Section: 11 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

CHEM 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

CSCI 103 (F) Electronic Textiles (QFR)

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

Class Format: interspersed with hands-on activities in a computer lab

Requirements/Evaluation: weekly homework assignments and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have not previously taken a CSCI course

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: a fee of \$85 will be added to term bill to cover LilyPad Arduino components (Protosnap Plus Kit, battery holders switched and not-switched, sets of LEDs, temperature sensor, vbe board, tri-color LED), alligator test leads, and fabric scissors

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 90(18/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas P. Murtagh, Jeannie R Albrecht

LEC Section: 02 Cancelled

LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht, Thomas P. Murtagh

LAB Section: 04 M 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 05 M 7:00 pm - 10:00 pm Thomas P. Murtagh

LAB Section: 06 T 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 07 M 1:00 pm - 4:00 pm Jeannie R Albrecht

LAB Section: 08 T 1:00 pm - 4:00 pm Jeannie R Albrecht

Spring 2020

LEC Section: 01 Cancelled

LEC Section: 02 MWF 9:00 am - 9:50 am Shikha Singh

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LAB Section: 05 M 2:30 pm - 4:00 pm Iris Howley

LAB Section: 06 Cancelled

LAB Section: 07 Cancelled

LAB Section: 08 T 1:00 pm - 2:30 pm Shikha Singh

LAB Section: 09 T 2:30 pm - 4:00 pm Shikha Singh

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming assignments, homework and/or examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60(15/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am William J. Lenhart

LEC Section: 02 MWF 10:00 am - 10:50 am Samuel McCauley

LAB Section: 03 W 12:00 pm - 2:00 pm William J. Lenhart

LAB Section: 04 W 2:00 pm - 4:00 pm William J. Lenhart

LAB Section: 05 W 12:00 pm - 2:00 pm Samuel McCauley

LAB Section: 06 W 2:00 pm - 4:00 pm Samuel McCauley

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Daniel W. Barowy

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

LAB Section: 03 W 12:00 pm - 2:00 pm Daniel W. Barowy

LAB Section: 04 W 2:00 pm - 4:00 pm Daniel W. Barowy

LAB Section: 05 W 12:00 pm - 2:00 pm Bill K. Jannen

LAB Section: 06 W 2:00 pm - 4:00 pm Bill K. Jannen

CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Requirements/Evaluation: projects, and one or more exams

Prerequisites: CSCI 134, or both experience in programming and permission of instructor

Enrollment Limit: 12 per lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 12 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Bill K. Jannen

LEC Section: 02 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 03 W 1:00 pm - 2:25 pm Bill K. Jannen

LAB Section: 04 W 2:35 pm - 4:00 pm Bill K. Jannen

LAB Section: 05 T 1:00 pm - 2:25 pm Kelly A. Shaw

LAB Section: 06 T 2:35 pm - 4:00 pm Kelly A. Shaw

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:25 pm Kelly A. Shaw

LAB Section: 03 R 2:35 pm - 4:00 pm Kelly A. Shaw

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: problem sets and programming assignments, and midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Shikha Singh

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Shikha Singh

LEC Section: 02 MWF 12:00 pm - 12:50 pm Aaron M. Williams

CSCI 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 02 Cancelled

CSCI 326 (S) Software Methods (QFR)

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Requirements/Evaluation: homework, programming assignments, group work, presentations, exams

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

LAB Section: 02 R 1:10 pm - 2:25 pm Stephen N. Freund

LAB Section: 03 R 2:35 pm - 3:50 pm Stephen N. Freund

CSCI 331 (F) Introduction to Computer Security (QFR)

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one's own software and to practice defensive design. Hands-on experience writing C/C++ code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security "arms race."

Requirements/Evaluation: assignments, midterm exam, and final exam

Prerequisites: CSCI 136 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: upper-level students

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Daniel W. Barowy

CSCI 333 (S) Storage Systems (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations

Prerequisites: CSCI 136; CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current Computer Science majors, students with research experience or interest

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bill K. Jannen

CSCI 334 (F)(S) Principles of Programming Languages (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Daniel W. Barowy

CSCI 338 (F) Parallel Processing (QFR)

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Kelly A. Shaw

CSCI 339 (S) Distributed Systems (QFR)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Requirements/Evaluation: homework assignments, programming projects, and exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

CSCI 343 (F) Application Development with Functional Programming (QFR)

This course will enrich the participants on how functional programming can reduce unintended complexity and create code bases that are simpler to maintain and reason about. Functional programming is a paradigm, which focuses on values and pure functions rather than mutable objects and imperative statements. Since good code design is intersubjective, we need to be open-minded and continuously reflect upon the decisions we make. Together we will reflect on the design choices made and the dilemmas that will arise. We will learn that there are often multiple solutions, each often having their benefits and drawbacks. By gaining experience, we will acquire empirical knowledge, intuition and sensors for avoiding unintended complexity, creating appropriate abstractions and a sustainable code base. Class will consist of a lot of live coding, code-reviews and a dialog on how we can improve our architectural design and knowledge. Topics include code quality, readability, maintainability, collaboration, version control system (git), global state, dependencies, pure functions, persistent data structures, data consistency, single source of truth (SSOT), reactive programming, web development, functional programming and comparison with object oriented programming, designing for testability, documentation, state management, atomic updates, concurrency, dynamic types, DSLs, lisp and REPL. The concepts are not limited to a specific programming language. We will use Clojure and ClojureScript to realize the ideas in the specific project. Hence, also rigorous abilities in lisp, repl workflow and Clojure/ClojureScript will be an outcome of the course. For each week there will be a video talk from programming conferences that will serve as inspiration and give us the opportunity to reflect. The videos will be posted when the course starts.

Requirements/Evaluation: a semester-long programming project, and midterm and final presentations

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will involve a programming project that emphasizes quantitative/formal reasoning skills.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Tomas Ekholm

CSCI 356 (F) Advanced Algorithms (QFR)

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

Class Format: this class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

Prerequisites: CSCI 256; CSCI 361 is recommended but not required

Enrollment Limit: 10

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 TBA William J. Lenhart

CSCI 358 (S) Applied Algorithms (QFR)

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation: a course-long project and written final exam, in addition to shorter programming assignments and problem sets

Prerequisites: CSCI 256 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Samuel McCauley

CSCI 361 (F)(S) Theory of Computation (QFR)

Cross-listings: CSCI 361 MATH 361

Primary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: problem sets, a midterm examination, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 361 (D3) MATH 361 (D3)

Attributes: COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Aaron M. Williams

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

CSCI 374 (S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives

Spring 2020

TUT Section: T1 Cancelled

ECON 110 (F)(S) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: discussion

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Bradburd's sections), final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: this course is required of Economics and Political Economy majors and highly recommended for those non-majors

interested in Environmental Studies and Women's, Gender and Sexuality Studies

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course

Distributions: (D2) (QFR)

Attributes: POEC Required Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Ralph M. Bradburd

LEC Section: 02 MR 2:35 pm - 3:50 pm Ralph M. Bradburd

LEC Section: 03 TR 8:30 am - 9:45 am Susan Godlonton

LEC Section: 04 TR 9:55 am - 11:10 am Susan Godlonton

LEC Section: 05 TR 11:20 am - 12:35 pm Owen Thompson

LEC Section: 06 TF 1:10 pm - 2:25 pm Owen Thompson

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Ralph M. Bradburd

LEC Section: 02 TR 11:20 am - 12:35 pm Matthew Chao

LEC Section: 03 TF 1:10 pm - 2:25 pm Matthew Chao

ECON 120 (F)(S) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: discussion

Requirements/Evaluation: problem sets, short essays, midterm, final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Required Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Steven E. Nafziger

LEC Section: 02 MWF 11:00 am - 12:15 pm Steven E. Nafziger

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Gregory P. Casey

LEC Section: 02 TF 2:35 pm - 3:50 pm Gregory P. Casey

LEC Section: 03 MR 1:10 pm - 2:25 pm Sara LaLumia

LEC Section: 04 MR 2:35 pm - 3:50 pm Sara LaLumia

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Primary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ECON 251 (F)(S) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Requirements/Evaluation: weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

LEC Section: 02 MW 11:00 am - 12:15 pm Sarah A. Jacobson

LEC Section: 03 TF 1:10 pm - 2:25 pm Ashok S. Rai

LEC Section: 04 TF 2:35 pm - 3:50 pm Ashok S. Rai

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Stephen C. Sheppard

LEC Section: 02 TF 2:35 pm - 3:50 pm Stephen C. Sheppard

ECON 252 (F)(S) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing

economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: discussion

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Peter J. Montiel

LEC Section: 02 TF 2:35 pm - 3:50 pm Peter L. Pedroni

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 TF 1:10 pm - 2:25 pm Peter L. Pedroni

LEC Section: 03 MR 1:10 pm - 2:25 pm Greg Phelan

LEC Section: 04 MR 2:35 pm - 3:50 pm Greg Phelan

ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Requirements/Evaluation: problem sets, two exams, group project, and possible additional assignments

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 30

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Unit Notes: students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

LEC Section: 02 W 7:00 pm - 9:40 pm David J. Zimmerman

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Gibson

LEC Section: 02 TF 2:35 pm - 3:50 pm Matthew Gibson

LEC Section: 03 MR 1:10 pm - 2:25 pm Lara D. Shore-Sheppard

LEC Section: 04 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm David J. Zimmerman

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Peter L. Pedroni

ECON 378 (F) Long-Run Perspectives on Economic Growth (QFR)

The world today is marred by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.

Class Format: discussion

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ECON 379 (S) Program Evaluation for International Development (QFR)

Cross-listings: ECON 379 ECON 523

Secondary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 379 (D2) ECON 523 (D2)

Attributes: PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan Godlonton

ECON 385 (S) Games and Information (QFR)

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life.

Class Format: discussion

Requirements/Evaluation: exams, problem sets and a substantial final project that involves modeling a real world situation as a game

Prerequisites: ECON 251 and MATH 150, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors and seniors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: students who have taken MATH 335 cannot receive credit for this class

Distributions: (D2) (QFR)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Ashok S. Rai

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Cross-listings: ECON 389 ECON 514

Secondary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389 (D2) ECON 514 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am William M. Gentry

ECON 453 (S) Research in Labor Economics and Policy (QFR)

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)

Prerequisites: ECON 251 and ECON 255 or POEC 253

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ECON 459 (S) Economics of Institutions (QFR)

Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth in a nation's physical and human capital endowments), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. The central idea is that the added-value of economic activities to society at large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. As such, the key to economic development in this view is the establishment of a suitable set of institutions and structures of governance in society. This course will survey the rapidly expanding literature on the topic of institutions and economic development, with an emphasis on the latest empirical evidence that has come to bear in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area of inquiry. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

Requirements/Evaluation: extensive class participation, two 5-page review papers, two class presentations, and one 15- to 20-page empirical

research paper (written in stages)

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Quamrul H. Ashraf

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper

Prerequisites: ECON 371

Enrollment Limit: 10

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter L. Pedroni

ECON 472 (F) Macroeconomic Instability and Financial Markets (QFR)

This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

Requirements/Evaluation: problem sets, exams, and potentially student presentations

Prerequisites: ECON 251 and ECON 252

Enrollment Limit: 19

Enrollment Preferences: Economics majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Greg Phelan

ECON 514 (S) Tax Policy in Global Perspective (QFR)

Cross-listings: ECON 389 ECON 514

Primary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389 (D2) ECON 514 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am William M. Gentry

ECON 523 (S) Program Evaluation for International Development (QFR)

Cross-listings: ECON 379 ECON 523

Primary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or

ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 379 (D2) ECON 523 (D2)

Attributes: PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan Godlonton

ECON 545 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Secondary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ENVI 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203 ENVI 203

Secondary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how

to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

GEOS 314 (S) Analytical Historical Geology (QFR)

In this course you will learn to collect, interpret, and analyze deep time paleontological, stratigraphic, and sedimentological records through readings, labs, and projects all coordinated around a week long spring break trip to explore the House Range of Utah. The Cambrian and Ordovician successions of Utah's West Desert offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy. Labs will focus on skill building including learning basic coding in R, and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including geological mapping, measuring stratigraphic section, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will determine what data we will collect in the field. Examples might be trilobite taxonomy and phylogenetic analyses, quantitative biostratigraphic correlation using conodont fossils, reconstructing paleoenvironment based on sedimentological analyses of thin sections, or building a sequence stratigraphic framework for a subset of the field locality.

Class Format: weekly lectures, paper discussions, and hands-on labs

Requirements/Evaluation: short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project

Prerequisites: GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 324, GEOS 401, GEOS 302, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: junior and senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

Attributes: GEOS Group B Electives - Sediments + Life

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

GEOS 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Primary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

MATH 113 (S) The Beauty of Numbers (QFR)

Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.

Requirements/Evaluation: projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MATH 130 (F)(S) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation: exams, homework and quizzes

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

Enrollment Limit: 50

Enrollment Preferences: professor's discretion

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Allison Pacelli

LEC Section: 02 MWF 12:00 pm - 12:50 pm Allison Pacelli

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Eva Goedhart

MATH 140 (F)(S) Calculus II (QFR)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Lori A. Pedersen

LEC Section: 02 MWF 10:00 am - 10:50 am Lori A. Pedersen

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Leo Goldmakher

MATH 150 (F)(S) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Julie C. Blackwood

LEC Section: 02 MWF 10:00 am - 10:50 am Julie C. Blackwood

LEC Section: 03 MWF 11:00 am - 11:50 am Julie C. Blackwood

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

LEC Section: 02 MWF 11:00 am - 11:50 am Steven J. Miller

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams

LEC Section: 02 MWF 10:00 am - 10:50 am Colin C. Adams

LEC Section: 03 MWF 11:00 am - 11:50 am Colin C. Adams

MATH 200 (F)(S) Discrete Mathematics (QFR)

Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: discussion

Requirements/Evaluation: homework and exams

Prerequisites: MATH 140 or MATH 130 with CSC1 134 or 135; or one year of high school calculus with permission of instructor; students who have taken a 300-level math course should obtain permission of the instructor before enrolling

Enrollment Limit: 40

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Josh Carlson

LEC Section: 02 TR 11:20 am - 12:35 pm Josh Carlson

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lori A. Pedersen

LEC Section: 02 MWF 11:00 am - 11:50 am Lori A. Pedersen

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210 PHYS 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 210 (D3) PHYS 210 (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts, David R. Tucker-Smith

MATH 250 (F)(S) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical

and computational, with attention to improving mathematical style and sophistication.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 45

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Related Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Eva Goedhart

LEC Section: 02 TR 11:20 am - 12:35 pm Eva Goedhart

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Haydee M. A. Lindo

LEC Section: 02 TR 11:20 am - 12:35 pm Haydee M. A. Lindo

MATH 309 (S) Differential Equations (QFR)

Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we focus on nonlinear ODE, for which it is usually impossible to find analytical solutions. Tools from dynamical systems allows us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: discussion and interactive activities

Requirements/Evaluation: quizzes/exams, problem sets, activities

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Julie C. Blackwood

MATH 314 (S) Cryptography (QFR)

An introduction to the techniques and practices used to keep secrets over non-secure lines of communication, including classical cryptosystems, the data encryption standard, the RSA algorithm, discrete logarithms, hash functions, and digital signatures. In addition to the specific material, there will also be an emphasis on strengthening mathematical problem solving skills, technical reading, and mathematical communication.

Requirements/Evaluation: exams, homework, and quizzes

Prerequisites: MATH 250

Enrollment Limit: 30

Enrollment Preferences: graduating seniors and Math majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will contain mathematical proofs.

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Eva Goedhart

MATH 317 (F) Introduction to Operations Research (QFR)

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

Prerequisites: Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course.

Requirements/Evaluation: homework, exams, projects

Prerequisites: MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmillier/public_html/317/

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

MATH 325 (F) Set Theory (QFR)

Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, incompleteness theorems. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

Requirements/Evaluation: exams and homework

Prerequisites: MATH 250

Enrollment Limit: 30

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: textbook cost

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Thomas A. Garrity

MATH 328 (S) Combinatorics (QFR)

Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, the principle of inclusion and exclusion, and partially ordered sets.

Class Format: interactive activities and discussion

Requirements/Evaluation: quizzes/exams, homework, activities

Prerequisites: MATH 200 and MATH 250

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Josh Carlson

MATH 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

MATH 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341 STAT 341

Primary Cross-listing

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

MATH 350 (F)(S) Real Analysis (QFR)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Class Format: discussion

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 or MATH 151 and MATH 250, or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Frank Morgan

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Leo Goldmakher

MATH 351 (F) Applied Real Analysis (QFR)

Real analysis or the theory of calculus-derivatives, integrals, continuity, convergence--starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity. .

Requirements/Evaluation: exams, homework and quizzes

Prerequisites: MATH 150 and MATH 250, or permission of instructor

Enrollment Limit: 50

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Core mathematics major course with daily problem sets.

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Frank Morgan

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Thomas A. Garrity

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas A. Garrity

LEC Section: 02 MWF 10:00 am - 10:50 am Thomas A. Garrity

MATH 361 (F)(S) Theory of Computation (QFR)

Cross-listings: CSCI 361 MATH 361

Secondary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: problem sets, a midterm examination, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 361 (D3) MATH 361 (D3)

Attributes: COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Aaron M. Williams

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

MATH 404 (F) Random Matrix Theory (QFR)

Initiated by research in multivariate statistics and nuclear physics, the study of random matrices is nowadays an active and exciting area of mathematics, with numerous applications to theoretical physics, number theory, functional analysis, optimal control, and finance. Random Matrix Theory provides understanding of various properties (most notably, statistics of eigenvalues) of matrices with random coefficients. This course will provide an introduction to the basic theory of random matrices, starting with a quick review of Linear Algebra and Probability Theory. We will continue

with the study of Wigner matrices and prove the celebrated Wigner's Semicircle Law, which brings together important ideas from analysis and combinatorics. After this, we will turn our attention to Gaussian ensembles and investigate the Gaussian Orthogonal Ensemble (GOE) and the Gaussian Unitary Ensemble (GUE). The last lectures of the course will be dedicated to random Schrodinger operators and their spectral properties (in particular, the phenomenon called Anderson localization). Applications of Random Matrix Theory to theoretical physics, number theory, statistics, and finance will be discussed throughout the semester.

Requirements/Evaluation: homework assignments and exams

Prerequisites: experience with Real Analysis (MATH 350 or MATH 351) and with Probability (MATH 341 or STAT 201)

Enrollment Limit: 40

Enrollment Preferences: Mathematics and Statistics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course expands ideas in probability and statistics from random variables (1×1 random matrices) to $n \times n$ random matrices. The students will learn to model complex physical phenomena using random matrices and study them using rigorous mathematical tools and concepts.

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

MATH 419 (S) Algebraic Number Theory (QFR)

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Requirements/Evaluation: homework assignments and exams

Prerequisites: MATH 355, or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Pacelli

MATH 422 (F) Algebraic Topology (QFR)

Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is this: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups, and having homeomorphic universal covers.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, the juniors and seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of a doughnut?" and includes far-reaching applications in relativity and robotics.

This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework, weekly presentations, and final paper

Prerequisites: MATH 350 (students who have not taken MATH 250 may enroll only with permission of the instructor)

Enrollment Limit: 10

Enrollment Preferences: seniors, majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2019

TUT Section: T1 TBA Haydee M. A. Lindo

MATH 427 (S) Tiling Theory (QFR)

Since humans first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including "knotted tilings".

Requirements/Evaluation: problem assignments, exams and a presentation/paper

Prerequisites: MATH 250 Linear Algebra and MATH 355 Abstract Algebra

Enrollment Limit: 30

Enrollment Preferences: senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: cost of book which will be under \$50

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Colin C. Adams

MATH 428 (S) Catching Robbers and Spreading Information (QFR)

Cops and robbers is a widely studied game played on graphs that has connections to searching algorithms on networks. The cop number of a graph is the smallest number of cops needed to guarantee that the cops can catch a robber in the graph. Similar combinatorial games such as "zero forcing" can be used to model the spread of information. The idea of "throttling" is to spread the information (or catch the robber) as efficiently as possible. This course will survey some of the main results about cops and robbers and the cop number. We will also explore recent research on throttling for cops

and robbers, zero forcing, and other variants.

Class Format: interactive activities and discussion

Requirements/Evaluation: problem sets, investigation journal, final presentation

Prerequisites: MATH 200 and MATH 355

Enrollment Limit: 25

Enrollment Preferences: seniors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will involve mathematical proofs.

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Josh Carlson

MATH 482 (F) Homological Algebra (QFR)

Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355

Enrollment Limit: 20

Enrollment Preferences: junior and senior math majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Haydee M. A. Lindo

MATH 484 (S) Galois Theory (QFR)

Some equations--such as $x^5 - 1 = 0$ --are easy to solve. Others--such as $x^5 - x - 1 = 0$ --are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

Requirements/Evaluation: written homeworks, oral presentations, and exams

Prerequisites: MATH 355

Enrollment Limit: 15

Enrollment Preferences: discretion of the instructor

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Andrew Bydlon

MATH 485 (F) Complex Analysis (QFR)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called ζ residue calculus ζ permits the computation of ζ impossible ζ integrals, and ζ conformal mapping ζ reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Advanced mathematics course with weekly or daily problem sets.

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Andrew Bydlon

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: Linguistics

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

PHYS 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

PHYS 109 (F) Sound, Light, and Perception (QFR)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Class Format: each student will attend one lecture plus one conference section weekly

Requirements/Evaluation: class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students signing up for the Thursday 2:35 PM conference section must also be available on Thursdays from 1:10-2:25 PM

Distributions: (D3) (QFR)

Fall 2019

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24/lab

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am William K. Wooters

LAB Section: 02 M 1:00 pm - 4:00 pm Jefferson Strait

LAB Section: 03 T 1:00 pm - 4:00 pm Jefferson Strait

PHYS 141 (F) Mechanics and Waves (QFR)

This is the typical first course for a prospective physics major. It covers the same topics as PHYS 131, but with a higher level of mathematical

sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: high school physics and MATH 130 or equivalent placement

Enrollment Limit: 22 per lab

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen

LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 142 (S) Foundations of Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' and computational sessions (limit 22 per lab, 18 per conference section)

Requirements/Evaluation: weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 18 per CON

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2020

LEC Section: 01 MW 11:00 am - 11:50 am Friday Org Mtg 11:00 am - 11:50 am Charlie Doret

CON Section: 02 F 11:00 am - 11:50 am Charlie Doret

CON Section: 03 F 12:00 pm - 12:50 pm Charlie Doret

LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 05 T 1:00 pm - 4:00 pm Charlie Doret

PHYS 151 (F) Seminar in Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic

notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Frederick W. Strauch

LAB Section: 02 W 1:00 pm - 4:00 pm Frederick W. Strauch

PHYS 201 (F) Electricity and Magnetism (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: problem sets, labs, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 20 per lab

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am David R. Tucker-Smith

LAB Section: 02 T 1:00 pm - 4:00 pm David R. Tucker-Smith

LAB Section: 03 W 1:00 pm - 4:00 pm David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Graham K. Giovanetti

LAB Section: 02 T 1:00 pm - 4:00 pm Graham K. Giovanetti

LAB Section: 03 W 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210 PHYS 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 210 (D3) PHYS 210 (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts, David R. Tucker-Smith

PHYS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM,

or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret

LAB Section: 02 T 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 05 R 1:00 pm - 4:00 pm Charlie Doret

PHYS 302 (S) Stat Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 10 per lab

Expected Class Size: 10 per lab

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Protik K. Majumder

LAB Section: 02 T 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 03 W 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 04 R 1:00 pm - 4:00 pm Protik K. Majumder

PHYS 314 (S) Controlling Quanta (QFR)

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

Requirements/Evaluation: tutorial preparation and participation, weekly problem sets/papers, and a final project

Prerequisites: PHYS/MATH 210 or MATH 209 or MATH 250

Enrollment Limit: 10

Enrollment Preferences: sophomores and junior Physics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

TUT Section: T1 TBA Frederick W. Strauch

TUT Section: T2 TBA Frederick W. Strauch

PHYS 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 02 Cancelled

PHYS 321 (F) Introduction to Particle Physics (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: three hours a week

Requirements/Evaluation: weekly problem sets and a final exam

Prerequisites: PHYS 301, which may be taken concurrently, plus permission of instructor

Enrollment Limit: 15

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

PHYS 405 (F) Electromagnetic Theory (QFR)

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 10/section

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 F 1:10 pm - 2:25 pm Daniel P. Aalberts

TUT Section: T2 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

TUT Section: T3 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

PHYS 418 (S) Gravity (QFR)

This course is an introduction Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301 or PHYS 405 or PHYS 411

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am David R. Tucker-Smith

POEC 253 (F) Empirical Methods in Political Economy (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal--an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: discussion

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 25

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Anand V. Swamy

PSYC 201 (F)(S) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: must register for the lab and lecture with the same instructor

Requirements/Evaluation: papers, exams, and problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: A1 TF 2:35 pm - 3:50 pm Jeremy D. Cone

LAB Section: A2 W 1:00 pm - 4:00 pm Jeremy D. Cone

LEC Section: B1 TR 9:55 am - 11:10 am Kenneth K. Savitsky

LAB Section: B2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

Spring 2020

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 3:40 pm Kenneth K. Savitsky

LEC Section: B1 Cancelled

LAB Section: B2 Cancelled

LEC Section: C1 MR 1:10 pm - 2:25 pm Kris N. Kirby

LAB Section: C2 T 1:00 pm - 4:00 pm Kris N. Kirby

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with calculus background and social science interest should consider STAT 161; students with MATH 150 should enroll in STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stat should consult the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

LEC Section: 02 TR 11:20 am - 12:35 pm Elizabeth M. Upton

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with MATH 150 should consider STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students without any calculus background should consider STAT 101

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.

Attributes: PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Anna M. Plantinga

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Anna M. Plantinga

LEC Section: 02 TF 2:35 pm - 3:50 pm Anna M. Plantinga

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students with MATH 130/140 background should consider STAT 161; students with no calc. should consider STAT 101

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Shaoyang Ning

LEC Section: 02 TR 11:20 am - 12:35 pm Shaoyang Ning

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Stewart D. Johnson

LEC Section: 02 TR 9:55 am - 11:10 am Stewart D. Johnson

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: homework, exams and projects

Prerequisites: AP Statistics 5 or STAT 101; 161 or 201 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Xizhen Cai

LEC Section: 02 MWF 10:00 am - 10:50 am Xizhen Cai

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Xizhen Cai

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341 STAT 341

Secondary Cross-listing

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

STAT 342 (F) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into

mathematical descriptions.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 346 (F)(S) Regression and Forecasting (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: exams, homework, and a project

Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor

Enrollment Limit: 22

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 30

Enrollment Preferences: Statistics majors

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Shaoyang Ning

STAT 368 (S) Modern Nonparametric Statistics (QFR)

Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter

(cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346, or permission of instructor.

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Spring 2020

LEC Section: 01 R 11:20 am - 2:00 pm M 1:10 pm - 2:25 pm Shaoyang Ning

STAT 410 (F) Statistical Genetics (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346 and STAT 360, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Statistics majors, juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Attributes: BIGP Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anna M. Plantinga

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Requirements/Evaluation: homeworks and projects

Prerequisites: STAT 346 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

Quantitative and Formal Reasoning

ASTR 111 (F) Introduction to Astrophysics (QFR)

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

Class Format: discussion, observing sessions, and five labs per semester

Requirements/Evaluation: weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio

Prerequisites: a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

Enrollment Limit: 28

Enrollment Preferences: potential Astronomy majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anne Jaskot

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

Class Format: discussion, computer lab work, and observing

Requirements/Evaluation: weekly problem sets, lab work, and observing projects

Prerequisites: MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

Enrollment Limit: 14

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Spring 2020

LAB Section: 02 M 7:00 pm - 9:40 pm Anne Jaskot, Kevin Flaherty

LEC Section: 01 MR 1:10 pm - 2:25 pm Anne Jaskot, Kevin Flaherty

BIMO 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Primary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

BIMO 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Primary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino

acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

BIOL 202 (F) Genetics (QFR)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: six hours per week

Requirements/Evaluation: bi-weekly problem sets, weekly laboratory exercises and laboratory reports, and examinations

Prerequisites: BIOL 101 and 102

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 84

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Required Courses

Fall 2019

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

BIOL 203 (F) Ecology (QFR)**Cross-listings:** BIOL 203 ENVI 203**Primary Cross-listing**

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week**Requirements/Evaluation:** problem sets, lab reports, hour exams, and a final exam**Prerequisites:** BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor**Enrollment Limit:** none**Enrollment Preferences:** none**Expected Class Size:** 35**Grading:** no pass/fail option, no fifth course option**Unit Notes:** satisfies the distribution requirement for the Biology major**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

BIOL 222 (S) Essentials of Biochemistry (QFR)

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

Requirements/Evaluation: regular quizzes, final exam, writing assignments (including problem sets), and lab assignments**Prerequisites:** BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322**Enrollment Limit:** 24**Enrollment Preferences:** seniors who need to fulfill the biochemistry requirement for premedical school**Expected Class Size:** 24**Grading:** no pass/fail option, no fifth course option**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration**Distributions:** (D3) (QFR)**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Spring 2020

LAB Section: 02 W 1:00 pm - 4:00 pm Daniel V. Lynch

LAB Section: 03 R 1:00 pm - 4:00 pm Daniel V. Lynch

LEC Section: 01 TR 9:55 am - 11:10 am Daniel V. Lynch

BIOL 302 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

BIOL 305 (S) Evolution (QFR)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Requirements/Evaluation: independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Limit: 24

Enrollment Preferences: Seniors and biology majors

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Luana S. Maroja

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

LAB Section: 02 T 1:00 pm - 4:00 pm Luana S. Maroja

BIOL 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

BIOL 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic

pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

CHEM 151 (F) Introductory Chemistry (QFR)

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three times per week and laboratory, four hours per week

Requirements/Evaluation: frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam

Prerequisites: Students are required to take the Chemistry Placement Test prior to registering for the course; incoming first-year students are required to meet with a faculty member during First Days. Test information can be found at chemistry.williams.edu/placement.

Enrollment Limit: 16/lab

Enrollment Preferences: first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 48

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LAB Section: 04 R 1:00 pm - 5:00 pm Laura R. Strauch

LEC Section: 01 MWF 8:30 am - 9:45 am Christopher Goh

LAB Section: 03 W 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 02 M 1:00 pm - 5:00 pm Laura R. Strauch

CHEM 153 (F) Concepts of Chemistry (QFR)

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam

Prerequisites: students are required to take the online Chemistry Placement Test (chemistry.williams.edu/placement) prior to registering for the course (and incoming first year students are required to meet with a faculty member during First Days)

Enrollment Limit: 16/lab

Enrollment Preferences: incoming first year students also must meet with a faculty member during First Days

Expected Class Size: 70

Grading: no pass/fail option, no fifth course option

Unit Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LEC Section: 01 MWF 9:00 am - 9:50 am Amy Gehring

LAB Section: 03 T 8:00 am - 12:00 pm John W. Thoman

LAB Section: 06 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 05 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 04 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

CHEM 155 (F) Principles of Modern Chemistry (QFR)

This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: weekly problem sets, laboratory work and reports, an hour test, and a final exam

Prerequisites: students planning to enroll are required to take the Chemistry Placement Survey prior to registering; incoming first year students are required to meet with faculty during First Days; for more information go to <http://chemistry.williams.edu/placement/>

Enrollment Limit: 16/lab

Enrollment Preferences: CHEM 151 is an introductory course for students with no or little chemistry background. Students who have studied chemistry for one or more years are directed to CHEM 153 or 155

Expected Class Size: 36

Grading: no pass/fail option, no fifth course option

Unit Notes: CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Fall 2019

LAB Section: 03 T 1:00 pm - 5:00 pm Laura R. Strauch

LEC Section: 01 MWF 8:00 am - 8:50 am Enrique Peacock-López

LAB Section: 04 W 1:00 pm - 5:00 pm Enrique Peacock-López

LAB Section: 02 M 1:00 pm - 5:00 pm Enrique Peacock-López

CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture three hours per week and laboratory four hours per week

Requirements/Evaluation: quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam

Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor

Enrollment Limit: 16/lab

Expected Class Size: 120

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIMO Required Courses

Spring 2020

LAB Section: 11 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 10 T 8:00 am - 12:00 pm David P. Richardson

LAB Section: 09 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 08 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 07 Cancelled

LAB Section: 05 W 1:00 pm - 5:00 pm Ben W. Thuronyi

LAB Section: 06 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LEC Section: 02 MWF 9:00 am - 9:50 am Ben W. Thuronyi

LEC Section: 01 MWF 8:00 am - 8:50 am Sarah L. Goh

LAB Section: 03 M 1:00 pm - 5:00 pm Thomas E. Smith

CHEM 321 (F)(S) Biochemistry I: Structure and Function of Biological Molecules (QFR)

Cross-listings: CHEM 321 BIMO 321 BIOL 321

Secondary Cross-listing

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week and laboratory, four hours per week

Requirements/Evaluation: quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Limit: 16/lab

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 16/lab

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 321 (D3) BIMO 321 (D3) BIOL 321 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Fall 2019

LAB Section: 04 W 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LEC Section: 01 MWF 10:00 am - 10:50 am Bob Rawle

LAB Section: 03 R 1:00 pm - 5:00 pm Jenna L. MacIntire

Spring 2020

LAB Section: 02 M 1:00 pm - 5:00 pm Katie M. Hart

LAB Section: 03 Cancelled

LEC Section: 01 MWF 9:00 am - 9:50 am Katie M. Hart

CHEM 322 (S) Biochemistry II: Metabolism (QFR)

Cross-listings: BIOL 322 CHEM 322 BIMO 322

Secondary Cross-listing

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the

Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor

Enrollment Limit: 64

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators

Expected Class Size: 64

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

Attributes: BIGP Related Courses BIMO Required Courses

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Swoap

LAB Section: 04 R 1:00 pm - 4:00 pm Cynthia K. Holland

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Janis E. Bravo

CSCI 103 (F) Electronic Textiles (QFR)

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

Class Format: interspersed with hands-on activities in a computer lab

Requirements/Evaluation: weekly homework assignments and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who have not previously taken a CSCI course

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: a fee of \$85 will be added to term bill to cover LilyPad Arduino components (Protosnap Plus Kit, battery holders switched and not-switched, sets of LEDs, temperature sensor, vbe board, tri-color LED), alligator test leads, and fabric scissors

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

CSCI 134 (F)(S) Introduction to Computer Science (QFR)

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of

abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

Requirements/Evaluation: weekly assignments, programming projects, and examinations

Prerequisites: none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

Enrollment Limit: 90(18/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 90

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Interdepartmental Electives

Fall 2019

LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht, Thomas P. Murtagh

LEC Section: 02 Cancelled

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas P. Murtagh, Jeannie R Albrecht

LAB Section: 04 M 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 06 T 1:00 pm - 4:00 pm Thomas P. Murtagh

LAB Section: 05 M 7:00 pm - 10:00 pm Thomas P. Murtagh

LAB Section: 07 M 1:00 pm - 4:00 pm Jeannie R Albrecht

LAB Section: 08 T 1:00 pm - 4:00 pm Jeannie R Albrecht

Spring 2020

LAB Section: 09 T 2:30 pm - 4:00 pm Shikha Singh

LAB Section: 07 Cancelled

LAB Section: 06 Cancelled

LEC Section: 01 Cancelled

LAB Section: 05 M 2:30 pm - 4:00 pm Iris Howley

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LAB Section: 08 T 1:00 pm - 2:30 pm Shikha Singh

LEC Section: 02 MWF 9:00 am - 9:50 am Shikha Singh

LEC Section: 03 MWF 11:00 am - 11:50 am Iris Howley

CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

Requirements/Evaluation: programming assignments, homework and/or examinations

Prerequisites: CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

Enrollment Limit: 60(15/lab)

Enrollment Preferences: if the course is over-enrolled, enrollment will be determined by lottery

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LAB Section: 06 W 2:00 pm - 4:00 pm Samuel McCauley

LEC Section: 02 MWF 10:00 am - 10:50 am Samuel McCauley

LAB Section: 03 W 12:00 pm - 2:00 pm William J. Lenhart

LEC Section: 01 MWF 9:00 am - 9:50 am William J. Lenhart

LAB Section: 05 W 12:00 pm - 2:00 pm Samuel McCauley

LAB Section: 04 W 2:00 pm - 4:00 pm William J. Lenhart

Spring 2020

LAB Section: 06 W 2:00 pm - 4:00 pm Bill K. Jannen

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

LAB Section: 04 W 2:00 pm - 4:00 pm Daniel W. Barowy

LAB Section: 03 W 12:00 pm - 2:00 pm Daniel W. Barowy

LAB Section: 05 W 12:00 pm - 2:00 pm Bill K. Jannen

LEC Section: 01 MWF 9:00 am - 9:50 am Daniel W. Barowy

CSCI 237 (F)(S) Computer Organization (QFR)

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

Requirements/Evaluation: projects, and one or more exams

Prerequisites: CSCI 134, or both experience in programming and permission of instructor

Enrollment Limit: 12 per lab

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 12 per lab

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LAB Section: 06 T 2:35 pm - 4:00 pm Kelly A. Shaw

LEC Section: 02 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 03 W 1:00 pm - 2:25 pm Bill K. Jannen

LEC Section: 01 MWF 11:00 am - 11:50 am Bill K. Jannen

LAB Section: 05 T 1:00 pm - 2:25 pm Kelly A. Shaw

LAB Section: 04 W 2:35 pm - 4:00 pm Bill K. Jannen

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 03 R 2:35 pm - 4:00 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:25 pm Kelly A. Shaw

CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

Requirements/Evaluation: problem sets and programming assignments, and midterm and final examinations

Prerequisites: CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Shikha Singh

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Shikha Singh

LEC Section: 02 MWF 12:00 pm - 12:50 pm Aaron M. Williams

CSCI 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LAB Section: 02 Cancelled

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

CSCI 326 (S) Software Methods (QFR)

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

Requirements/Evaluation: homework, programming assignments, group work, presentations, exams

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LAB Section: 03 R 2:35 pm - 3:50 pm Stephen N. Freund

LAB Section: 02 R 1:10 pm - 2:25 pm Stephen N. Freund

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

CSCI 331 (F) Introduction to Computer Security (QFR)

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one's own software and to practice defensive design. Hands-on experience writing C/C++ code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security "arms race."

Requirements/Evaluation: assignments, midterm exam, and final exam

Prerequisites: CSCI 136 and CSCI 237

Enrollment Limit: 24

Enrollment Preferences: upper-level students

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Daniel W. Barowy

CSCI 333 (S) Storage Systems (QFR)

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

Requirements/Evaluation: problem sets, programming assignments, and midterm and final examinations

Prerequisites: CSCI 136; CSCI 237 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current Computer Science majors, students with research experience or interest

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Bill K. Jannen

CSCI 334 (F)(S) Principles of Programming Languages (QFR)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Requirements/Evaluation: weekly problem sets and programming assignments, a midterm examination and a final examination

Prerequisites: CSCI 136

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Daniel W. Barowy

CSCI 338 (F) Parallel Processing (QFR)

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

Requirements/Evaluation: homework assignments, programming projects, and exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Kelly A. Shaw

CSCI 339 (S) Distributed Systems (QFR)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Requirements/Evaluation: homework assignments, programming projects, and exams

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

CSCI 343 (F) Application Development with Functional Programming (QFR)

This course will enrich the participants on how functional programming can reduce unintended complexity and create code bases that are simpler to maintain and reason about. Functional programming is a paradigm, which focuses on values and pure functions rather than mutable objects and imperative statements. Since good code design is intersubjective, we need to be open-minded and continuously reflect upon the decisions we make. Together we will reflect on the design choices made and the dilemmas that will arise. We will learn that there are often multiple solutions, each often having their benefits and drawbacks. By gaining experience, we will acquire empirical knowledge, intuition and sensors for avoiding unintended complexity, creating appropriate abstractions and a sustainable code base. Class will consist of a lot of live coding, code-reviews and a dialog on how we can improve our architectural design and knowledge. Topics include code quality, readability, maintainability, collaboration, version control system (git), global state, dependencies, pure functions, persistent data structures, data consistency, single source of truth (SSOT), reactive programming, web development, functional programming and comparison with object oriented programming, designing for testability, documentation, state management, atomic updates, concurrency, dynamic types, DSLs, lisp and REPL. The concepts are not limited to a specific programming language. We will use Clojure and ClojureScript to realize the ideas in the specific project. Hence, also rigorous abilities in lisp, repl workflow and Clojure/ClojureScript will be an outcome of the course. For each week there will be a video talk from programming conferences that will serve as inspiration and give us the opportunity to reflect. The videos will be posted when the course starts.

Requirements/Evaluation: a semester-long programming project, and midterm and final presentations

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will involve a programming project that emphasizes quantitative/formal reasoning skills.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Tomas Ekholm

CSCI 356 (F) Advanced Algorithms (QFR)

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation

schemes, hardness of approximation, search, and hashing.

Class Format: this class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

Prerequisites: CSCI 256; CSCI 361 is recommended but not required

Enrollment Limit: 10

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 TBA William J. Lenhart

CSCI 358 (S) Applied Algorithms (QFR)

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

Requirements/Evaluation: a course-long project and written final exam, in addition to shorter programming assignments and problem sets

Prerequisites: CSCI 256 or permission of instructor

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Samuel McCauley

CSCI 361 (F)(S) Theory of Computation (QFR)

Cross-listings: CSCI 361 MATH 361

Primary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: problem sets, a midterm examination, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 361 (D3) MATH 361 (D3)

Attributes: COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Aaron M. Williams

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

CSCI 374 (S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives

Spring 2020

TUT Section: T1 Cancelled

ECON 110 (F)(S) Principles of Microeconomics (QFR)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: discussion

Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Bradburd's sections), final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: this course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies

Expected Class Size: 40

Grading: yes pass/fail option, no fifth course option

Unit Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course

Distributions: (D2) (QFR)

Attributes: POEC Required Courses

Fall 2019

LEC Section: 06 TF 1:10 pm - 2:25 pm Owen Thompson
LEC Section: 03 TR 8:30 am - 9:45 am Susan Godlonton
LEC Section: 02 MR 2:35 pm - 3:50 pm Ralph M. Bradburd
LEC Section: 01 MR 1:10 pm - 2:25 pm Ralph M. Bradburd
LEC Section: 05 TR 11:20 am - 12:35 pm Owen Thompson
LEC Section: 04 TR 9:55 am - 11:10 am Susan Godlonton

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Ralph M. Bradburd
LEC Section: 03 TF 1:10 pm - 2:25 pm Matthew Chao
LEC Section: 02 TR 11:20 am - 12:35 pm Matthew Chao

ECON 120 (F)(S) Principles of Macroeconomics (QFR)

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: discussion

Requirements/Evaluation: problem sets, short essays, midterm, final exam

Prerequisites: ECON 110

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Required Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Steven E. Nafziger
LEC Section: 02 MWF 11:00 am - 12:15 pm Steven E. Nafziger

Spring 2020

LEC Section: 02 TF 2:35 pm - 3:50 pm Gregory P. Casey
LEC Section: 04 MR 2:35 pm - 3:50 pm Sara LaLumia
LEC Section: 03 MR 1:10 pm - 2:25 pm Sara LaLumia
LEC Section: 01 TF 1:10 pm - 2:25 pm Gregory P. Casey

ECON 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Primary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and

how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ECON 251 (F)(S) Price and Allocation Theory (QFR)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

Requirements/Evaluation: weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam

Prerequisites: ECON 110 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Fall 2019

LEC Section: 03 TF 1:10 pm - 2:25 pm Ashok S. Rai

LEC Section: 04 TF 2:35 pm - 3:50 pm Ashok S. Rai

LEC Section: 02 MW 11:00 am - 12:15 pm Sarah A. Jacobson

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

Spring 2020

LEC Section: 02 TF 2:35 pm - 3:50 pm Stephen C. Sheppard

LEC Section: 01 TF 1:10 pm - 2:25 pm Stephen C. Sheppard

ECON 252 (F)(S) Macroeconomics (QFR)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

Class Format: discussion

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

Enrollment Limit: 30

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Fall 2019

LEC Section: 02 TF 2:35 pm - 3:50 pm Peter L. Pedroni

LEC Section: 01 MW 11:00 am - 12:15 pm Peter J. Montiel

Spring 2020

LEC Section: 03 MR 1:10 pm - 2:25 pm Greg Phelan

LEC Section: 04 MR 2:35 pm - 3:50 pm Greg Phelan

LEC Section: 01 MWF 8:30 am - 9:45 am Kenneth N. Kuttner

LEC Section: 02 TF 1:10 pm - 2:25 pm Peter L. Pedroni

ECON 255 (F)(S) Econometrics (QFR)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Requirements/Evaluation: problem sets, two exams, group project, and possible additional assignments

Prerequisites: MATH 130, plus STAT 161, 201 or 202 (or equivalent), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

Enrollment Limit: 30

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Unit Notes: students may substitute the combination of STAT 201 and 346 for ECON 255

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2019

LEC Section: 02 W 7:00 pm - 9:40 pm David J. Zimmerman

LEC Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

Spring 2020

LEC Section: 04 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm David J. Zimmerman

LEC Section: 02 TF 2:35 pm - 3:50 pm Matthew Gibson

LEC Section: 01 TF 1:10 pm - 2:25 pm Matthew Gibson

LEC Section: 03 MR 1:10 pm - 2:25 pm Lara D. Shore-Sheppard

ECON 345 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Primary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the

growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantative/Formal Reasoning Notes: The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

Requirements/Evaluation: term paper and regular homework assignments

Prerequisites: ECON 252 and either ECON 255 or STATS 346

Enrollment Limit: 19

Enrollment Preferences: students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well

as computer programming.

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Peter L. Pedroni

ECON 378 (F) Long-Run Perspectives on Economic Growth (QFR)

The world today is marred by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.

Class Format: discussion

Requirements/Evaluation: at least one exam, a research paper and a class presentation

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 25

Enrollment Preferences: junior and senior Economics majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ECON 379 (S) Program Evaluation for International Development (QFR)

Cross-listings: ECON 379 ECON 523

Secondary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 379 (D2) ECON 523 (D2)

Attributes: PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan Godlonton

ECON 385 (S) Games and Information (QFR)

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life.

Class Format: discussion

Requirements/Evaluation: exams, problem sets and a substantial final project that involves modeling a real world situation as a game

Prerequisites: ECON 251 and MATH 150, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: juniors and seniors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: students who have taken MATH 335 cannot receive credit for this class

Distributions: (D2) (QFR)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Ashok S. Rai

ECON 389 (S) Tax Policy in Global Perspective (QFR)

Cross-listings: ECON 389 ECON 514

Secondary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389 (D2) ECON 514 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am William M. Gentry

ECON 453 (S) Research in Labor Economics and Policy (QFR)

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)

Prerequisites: ECON 251 and ECON 255 or POEC 253

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Owen Thompson

ECON 459 (S) Economics of Institutions (QFR)

Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth in a nation's physical and human capital endowments), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. The central idea is that the added-value of economic activities to society at large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. As such, the key to economic development in this view is the establishment of a suitable set of institutions and structures of governance in society. This course will survey the rapidly expanding literature on the topic of institutions and economic development, with an emphasis on the latest empirical evidence that has come to bear in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area of inquiry. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

Requirements/Evaluation: extensive class participation, two 5-page review papers, two class presentations, and one 15- to 20-page empirical research paper (written in stages)

Prerequisites: ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Quamrul H. Ashraf

ECON 471 (S) Topics in Advanced Econometrics (QFR)

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

Requirements/Evaluation: periodic homework assignments, term paper

Prerequisites: ECON 371

Enrollment Limit: 10

Enrollment Preferences: students with strong quantitative backgrounds, and to students intending to write an honors thesis

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Peter L. Pedroni

ECON 472 (F) Macroeconomic Instability and Financial Markets (QFR)

This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

Requirements/Evaluation: problem sets, exams, and potentially student presentations

Prerequisites: ECON 251 and ECON 252

Enrollment Limit: 19

Enrollment Preferences: Economics majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Greg Phelan

ECON 514 (S) Tax Policy in Global Perspective (QFR)

Cross-listings: ECON 389 ECON 514

Primary Cross-listing

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. This class provides an in-depth exploration of tax policy, from a global and comparative perspective. Because most students in this class will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are most pertinent to developing countries, but we will also learn something about tax systems in the U.S. and other industrialized nations. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Requirements/Evaluation: midterm exam, 4 problem sets, two 8-page essays

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

Enrollment Limit: 19

Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome

Expected Class Size: 15-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 389 (D2) ECON 514 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am William M. Gentry

ECON 523 (S) Program Evaluation for International Development (QFR)

Cross-listings: ECON 379 ECON 523

Primary Cross-listing

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay

Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

Enrollment Limit: 20

Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 379 (D2) ECON 523 (D2)

Attributes: PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan Godlonton

ECON 545 (S) Growth Diagnostics (QFR)

Cross-listings: ECON 545 ECON 345

Secondary Cross-listing

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

Requirements/Evaluation: extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

Prerequisites: for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

Enrollment Limit: 19

Enrollment Preferences: CDE fellows and senior Economics majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 545 (D2) ECON 345 (D2)

Quantative/Formal Reasoning Notes: The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

ENVI 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range

of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

ENVI 203 (F) Ecology (QFR)

Cross-listings: BIOL 203 ENVI 203

Secondary Cross-listing

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: six hours per week

Requirements/Evaluation: problem sets, lab reports, hour exams, and a final exam

Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 35

Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 203 (D3) ENVI 203 (D3)

Attributes: ENVI Natural World Electives EVST Environmental Science EVST Living Systems Courses

Fall 2019

LAB Section: 02 T 1:00 pm - 4:00 pm Ron D. Bassar

LEC Section: 01 MWF 10:00 am - 10:50 am Ron D. Bassar

LAB Section: 03 W 1:00 pm - 4:00 pm Ron D. Bassar

ENVI 213 (S) Introduction to Environmental and Natural Resource Economics (QFR)

Cross-listings: ECON 213 ENVI 213

Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.

Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible

Prerequisites: ECON 110

Enrollment Limit: 30

Enrollment Preferences: first-year and sophomore students

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course will count toward both the Environmental Studies major and concentration

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 213 (D2) ENVI 213 (D2)

Attributes: ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

ENVI 312 (F) Communities and Ecosystems (QFR)

Cross-listings: ENVI 312 BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

Class Format: six hours per week

Requirements/Evaluation: lab reports, a midterm exam, a term project presentation, and a final project paper

Prerequisites: BIOL/ENVI 203 or 220

Enrollment Limit: 28

Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators

Expected Class Size: 24

Grading: yes pass/fail option, yes fifth course option

Unit Notes: satisfies the distribution requirement for the Biology major

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 312 (D3) BIOL 302 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

ENVI 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

GEOS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

GEOS 314 (S) Analytical Historical Geology (QFR)

In this course you will learn to collect, interpret, and analyze deep time paleontological, stratigraphic, and sedimentological records through readings, labs, and projects all coordinated around a week long spring break trip to explore the House Range of Utah. The Cambrian and Ordovician successions of Utah's West Desert offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy. Labs will focus on skill building including learning basic coding in R, and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including geological mapping, measuring stratigraphic section, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will determine what data we will collect in the field. Examples might be trilobite taxonomy and phylogenetic analyses, quantitative biostratigraphic correlation using conodont fossils, reconstructing paleoenvironment based on sedimentological analyses of thin sections, or building a sequence stratigraphic framework for a subset of the field locality.

Class Format: weekly lectures, paper discussions, and hands-on labs

Requirements/Evaluation: short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project

Prerequisites: GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 324, GEOS 401, GEOS 302, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: junior and senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

Attributes: GEOS Group B Electives - Sediments + Life

Spring 2020

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Phoebe A. Cohen

GEOS 404 (S) Coastal Processes and Geomorphology (QFR)

Cross-listings: MAST 404 ENVI 404 GEOS 404

Primary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

Class Format: lecture two times a week with a lab one time per week

Requirements/Evaluation: lab reports, tests, and an independent research project

Prerequisites: GEOS 104, GEOS 210, or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

Attributes: ENVI Natural World Electives

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

MATH 113 (S) The Beauty of Numbers (QFR)

Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.

Requirements/Evaluation: projects, homework assignments, and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Allison Pacelli

MATH 130 (F)(S) Calculus I (QFR)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Requirements/Evaluation: exams, homework and quizzes

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

Enrollment Limit: 50

Enrollment Preferences: professor's discretion

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 02 MWF 12:00 pm - 12:50 pm Allison Pacelli

LEC Section: 01 MWF 11:00 am - 11:50 am Allison Pacelli

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Eva Goedhart

MATH 140 (F)(S) Calculus II (QFR)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students who have higher advanced placement must enroll in MATH 150 or above

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Lori A. Pedersen

LEC Section: 02 MWF 10:00 am - 10:50 am Lori A. Pedersen

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Leo Goldmakher

MATH 150 (F)(S) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 02 MWF 10:00 am - 10:50 am Julie C. Blackwood

LEC Section: 03 MWF 11:00 am - 11:50 am Julie C. Blackwood

LEC Section: 01 MWF 9:00 am - 9:50 am Julie C. Blackwood

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

LEC Section: 02 MWF 11:00 am - 11:50 am Steven J. Miller

MATH 151 (F) Multivariable Calculus (QFR)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Requirements/Evaluation: homework, quizzes, and/or exams

Prerequisites: AP BC 3 or higher or integral calculus with infinite series

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 02 MWF 10:00 am - 10:50 am Colin C. Adams

LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams

LEC Section: 03 MWF 11:00 am - 11:50 am Colin C. Adams

MATH 200 (F)(S) Discrete Mathematics (QFR)

Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: discussion

Requirements/Evaluation: homework and exams

Prerequisites: MATH 140 or MATH 130 with CSCI 134 or 135; or one year of high school calculus with permission of instructor; students who have taken a 300-level math course should obtain permission of the instructor before enrolling

Enrollment Limit: 40

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Josh Carlson

LEC Section: 02 TR 11:20 am - 12:35 pm Josh Carlson

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Lori A. Pedersen

LEC Section: 02 MWF 11:00 am - 11:50 am Lori A. Pedersen

MATH 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210 PHYS 210

Secondary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 210 (D3) PHYS 210 (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts, David R. Tucker-Smith

MATH 250 (F)(S) Linear Algebra (QFR)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 45

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Related Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Eva Goedhart

LEC Section: 02 TR 11:20 am - 12:35 pm Eva Goedhart

Spring 2020

LEC Section: 02 TR 11:20 am - 12:35 pm Haydee M. A. Lindo

LEC Section: 01 TR 9:55 am - 11:10 am Haydee M. A. Lindo

MATH 309 (S) Differential Equations (QFR)

Ordinary differential equations (ODE) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODE from an applied standpoint. Topics covered early in the course include numerical solutions, separation of variables, integrating factors, constant coefficient linear equations, and power series solutions. Later, we focus on nonlinear ODE, for which it is usually impossible to find analytical solutions. Tools from dynamical systems allows us to obtain some information about the behavior of the ODE without explicitly knowing the solution.

Class Format: discussion and interactive activities

Requirements/Evaluation: quizzes/exams, problem sets, activities

Prerequisites: MATH 150/151 and MATH 250

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Julie C. Blackwood

MATH 314 (S) Cryptography (QFR)

An introduction to the techniques and practices used to keep secrets over non-secure lines of communication, including classical cryptosystems, the data encryption standard, the RSA algorithm, discrete logarithms, hash functions, and digital signatures. In addition to the specific material, there will also be an emphasis on strengthening mathematical problem solving skills, technical reading, and mathematical communication.

Requirements/Evaluation: exams, homework, and quizzes

Prerequisites: MATH 250

Enrollment Limit: 30

Enrollment Preferences: graduating seniors and Math majors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will contain mathematical proofs.

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Eva Goedhart

MATH 317 (F) Introduction to Operations Research (QFR)

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor. Prerequisites: Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course.

Requirements/Evaluation: homework, exams, projects

Prerequisites: MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course

Enrollment Limit: 40

Enrollment Preferences: Computer Science, Mathematics and Statistics majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

MATH 325 (F) Set Theory (QFR)

Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, incompleteness theorems. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

Requirements/Evaluation: exams and homework

Prerequisites: MATH 250

Enrollment Limit: 30

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: textbook cost

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Thomas A. Garrity

MATH 328 (S) Combinatorics (QFR)

Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, the principle of inclusion and exclusion, and partially ordered sets.

Class Format: interactive activities and discussion

Requirements/Evaluation: quizzes/exams, homework, activities

Prerequisites: MATH 200 and MATH 250

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Josh Carlson

MATH 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

MATH 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341 STAT 341

Primary Cross-listing

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

MATH 350 (F)(S) Real Analysis (QFR)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Class Format: discussion

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 150 or MATH 151 and MATH 250, or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Frank Morgan

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Leo Goldmakher

MATH 351 (F) Applied Real Analysis (QFR)

Real analysis or the theory of calculus--derivatives, integrals, continuity, convergence--starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity. .

Requirements/Evaluation: exams, homework and quizzes

Prerequisites: MATH 150 and MATH 250, or permission of instructor

Enrollment Limit: 50

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Core mathematics major course with daily problem sets.

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Frank Morgan

MATH 355 (F)(S) Abstract Algebra (QFR)

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well

as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250 or permission of instructor

Enrollment Limit: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Thomas A. Garrity

Spring 2020

LEC Section: 02 MWF 10:00 am - 10:50 am Thomas A. Garrity

LEC Section: 01 MWF 9:00 am - 9:50 am Thomas A. Garrity

MATH 361 (F)(S) Theory of Computation (QFR)

Cross-listings: CSCI 361 MATH 361

Secondary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Requirements/Evaluation: problem sets, a midterm examination, and a final examination

Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor

Enrollment Limit: 30

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 361 (D3) MATH 361 (D3)

Attributes: COGS Interdepartmental Electives

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Aaron M. Williams

Spring 2020

LEC Section: 01 MWF 12:00 pm - 12:50 pm Thomas P. Murtagh

MATH 404 (F) Random Matrix Theory (QFR)

Initiated by research in multivariate statistics and nuclear physics, the study of random matrices is nowadays an active and exciting area of mathematics, with numerous applications to theoretical physics, number theory, functional analysis, optimal control, and finance. Random Matrix Theory provides understanding of various properties (most notably, statistics of eigenvalues) of matrices with random coefficients. This course will provide an introduction to the basic theory of random matrices, starting with a quick review of Linear Algebra and Probability Theory. We will continue with the study of Wigner matrices and prove the celebrated Wigner's Semicircle Law, which brings together important ideas from analysis and combinatorics. After this, we will turn our attention to Gaussian ensembles and investigate the Gaussian Orthogonal Ensemble (GOE) and the Gaussian Unitary Ensemble (GUE). The last lectures of the course will be dedicated to random Schrodinger operators and their spectral properties (in particular, the phenomenon called Anderson localization). Applications of Random Matrix Theory to theoretical physics, number theory, statistics, and

finance will be discussed throughout the semester.

Requirements/Evaluation: homework assignments and exams

Prerequisites: experience with Real Analysis (MATH 350 or MATH 351) and with Probability (MATH 341 or STAT 201)

Enrollment Limit: 40

Enrollment Preferences: Mathematics and Statistics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This course expands ideas in probability and statistics from random variables (1×1 random matrices) to $n \times n$ random matrices. The students will learn to model complex physical phenomena using random matrices and study them using rigorous mathematical tools and concepts.

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

MATH 419 (S) Algebraic Number Theory (QFR)

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

Requirements/Evaluation: homework assignments and exams

Prerequisites: MATH 355, or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Pacelli

MATH 422 (F) Algebraic Topology (QFR)

Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is this: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups, and having homeomorphic universal covers.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Math majors primarily, the juniors and seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework, weekly presentations, and final paper

Prerequisites: MATH 350 (students who have not taken MATH 250 may enroll only with permission of the instructor)

Enrollment Limit: 10

Enrollment Preferences: seniors, majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2019

TUT Section: T1 TBA Haydee M. A. Lindo

MATH 427 (S) Tiling Theory (QFR)

Since humans first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including "knotted tilings".

Requirements/Evaluation: problem assignments, exams and a presentation/paper

Prerequisites: MATH 250 Linear Algebra and MATH 355 Abstract Algebra

Enrollment Limit: 30

Enrollment Preferences: senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: cost of book which will be under \$50

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Colin C. Adams

MATH 428 (S) Catching Robbers and Spreading Information (QFR)

Cops and robbers is a widely studied game played on graphs that has connections to searching algorithms on networks. The cop number of a graph is the smallest number of cops needed to guarantee that the cops can catch a robber in the graph. Similar combinatorial games such as "zero forcing" can be used to model the spread of information. The idea of "throttling" is to spread the information (or catch the robber) as efficiently as possible. This course will survey some of the main results about cops and robbers and the cop number. We will also explore recent research on throttling for cops and robbers, zero forcing, and other variants.

Class Format: interactive activities and discussion

Requirements/Evaluation: problem sets, investigation journal, final presentation

Prerequisites: MATH 200 and MATH 355

Enrollment Limit: 25

Enrollment Preferences: seniors

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: The course will involve mathematical proofs.

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Josh Carlson

MATH 482 (F) Homological Algebra (QFR)

Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 355

Enrollment Limit: 20

Enrollment Preferences: junior and senior math majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Haydee M. A. Lindo

MATH 484 (S) Galois Theory (QFR)

Some equations--such as $x^5 - 1 = 0$ --are easy to solve. Others--such as $x^5 - x - 1 = 0$ --are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

Requirements/Evaluation: written homeworks, oral presentations, and exams

Prerequisites: MATH 355

Enrollment Limit: 15

Enrollment Preferences: discretion of the instructor

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Spring 2020

MATH 485 (F) Complex Analysis (QFR)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called ζ residue calculus ζ permits the computation of ζ impossible ζ integrals, and ζ conformal mapping ζ reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 350 or MATH 351 or permission of instructor

Enrollment Limit: 40

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Advanced mathematics course with weekly or daily problem sets.

Fall 2019

PHIL 338 (F) Intermediate Logic (QFR)

Cross-listings: MATH 338 PHIL 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams

Prerequisites: some class in which student has studied formal reasoning

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors; juniors and seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 338 (D3) PHIL 338 (D2)

Quantative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

Attributes: Linguistics

Fall 2019

PHYS 108 (F) Energy Science and Technology (QFR)

Cross-listings: ENVI 108 PHYS 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

Class Format: twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

Requirements/Evaluation: weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 108 (D3) PHYS 108 (D3)

Attributes: ENVI Natural World Electives

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Kevin M. Jones

PHYS 109 (F) Sound, Light, and Perception (QFR)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Class Format: each student will attend one lecture plus one conference section weekly

Requirements/Evaluation: class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students signing up for the Thursday 2:35 PM conference section must also be available on Thursdays from 1:10-2:25 PM

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

PHYS 131 (F) Introduction to Mechanics (QFR)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: exams, labs, and weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

Enrollment Limit: 24/lab

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2019

LAB Section: 02 M 1:00 pm - 4:00 pm Graham K. Giovanetti

LEC Section: 01 MWF 11:00 am - 11:50 am Graham K. Giovanetti

LAB Section: 03 T 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Class Format: lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

Requirements/Evaluation: weekly problem sets, labs, quizzes and exams

Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

Enrollment Limit: 22 per lab

Expected Class Size: 60

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LAB Section: 03 T 1:00 pm - 4:00 pm Jefferson Strait

LEC Section: 01 MWF 11:00 am - 11:50 am William K. Wootters

LAB Section: 02 M 1:00 pm - 4:00 pm Jefferson Strait

PHYS 141 (F) Mechanics and Waves (QFR)

This is the typical first course for a prospective physics major. It covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: high school physics and MATH 130 or equivalent placement

Enrollment Limit: 22 per lab

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Unit Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen

LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

PHYS 142 (S) Foundations of Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

Class Format: lecture, two hours weekly; problem-solving conference session, one hour weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' and computational sessions (limit 22 per lab, 18 per conference section)

Requirements/Evaluation: weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

Enrollment Limit: 18 per CON

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2020

LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret

CON Section: 03 F 12:00 pm - 12:50 pm Charlie Doret

CON Section: 02 F 11:00 am - 11:50 am Charlie Doret

LEC Section: 01 MW 11:00 am - 11:50 am Friday Org Mtg 11:00 am - 11:50 am Charlie Doret

LAB Section: 05 T 1:00 pm - 4:00 pm Charlie Doret

PHYS 151 (F) Seminar in Modern Physics (QFR)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

Class Format: lecture three hours per week and laboratory three hours approximately every other week

Requirements/Evaluation: class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component

Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this is a small seminar designed for first-year students who have placed out of PHYS 141

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Frederick W. Strauch

LAB Section: 02 W 1:00 pm - 4:00 pm Frederick W. Strauch

PHYS 201 (F) Electricity and Magnetism (QFR)

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: problem sets, labs, two take-home midterms, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

Enrollment Limit: 20 per lab

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LAB Section: 03 W 1:00 pm - 4:00 pm David R. Tucker-Smith

LAB Section: 02 T 1:00 pm - 4:00 pm David R. Tucker-Smith

LEC Section: 01 MWF 10:00 am - 10:50 am David R. Tucker-Smith

PHYS 202 (S) Vibrations, Waves and Optics (QFR)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LAB Section: 02 T 1:00 pm - 4:00 pm Graham K. Giovanetti

LEC Section: 01 MWF 10:00 am - 10:50 am Graham K. Giovanetti

LAB Section: 03 W 1:00 pm - 4:00 pm Graham K. Giovanetti

PHYS 210 (S) Mathematical Methods for Scientists (QFR)

Cross-listings: MATH 210 PHYS 210

Primary Cross-listing

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: three hours per week

Requirements/Evaluation: several exams and on weekly problem sets, all of which have a substantial quantitative component

Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 210 (D3) PHYS 210 (D3)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts, David R. Tucker-Smith

PHYS 234 (S) Introduction to Materials Science (QFR)

Cross-listings: PHYS 234 GEOS 234

Primary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

Class Format: lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

Requirements/Evaluation: weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

Prerequisites: high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: based on students' scientific background and seniority

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: This course does not count toward the Geosciences major.

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 234 (D3) GEOS 234 (D3)

Attributes: MTSC Courses

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Katharine E. Jensen

PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.

Class Format: lecture three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LAB Section: 05 R 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 02 T 1:00 pm - 4:00 pm Charlie Doret

LEC Section: 01 MWF 9:00 am - 9:50 am Charlie Doret

LAB Section: 04 M 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret

PHYS 302 (S) Stat Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

Class Format: lecture/discussion three hours per week and laboratory three hours per week

Requirements/Evaluation: weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

Enrollment Limit: 10 per lab

Expected Class Size: 10 per lab

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: BIGP Related Courses

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Protik K. Majumder

LAB Section: 03 W 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 04 R 1:00 pm - 4:00 pm Protik K. Majumder

LAB Section: 02 T 1:00 pm - 4:00 pm Protik K. Majumder

PHYS 314 (S) Controlling Quanta (QFR)

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

Requirements/Evaluation: tutorial preparation and participation, weekly problem sets/papers, and a final project

Prerequisites: PHYS/MATH 210 or MATH 209 or MATH 250

Enrollment Limit: 10

Enrollment Preferences: sophomores and junior Physics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

TUT Section: T2 TBA Frederick W. Strauch

TUT Section: T1 TBA Frederick W. Strauch

PHYS 315 (S) Computational Biology (QFR)

Cross-listings: PHYS 315 CSCI 315

Primary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

Requirements/Evaluation: weekly Python programming assignments, problem sets, a few quizzes and a final project

Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: based on seniority

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 315 (D3) CSCI 315 (D3)

Attributes: BIGP Recommended Courses

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Daniel P. Aalberts

LAB Section: 02 Cancelled

PHYS 321 (F) Introduction to Particle Physics (QFR)

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: three hours a week

Requirements/Evaluation: weekly problem sets and a final exam

Prerequisites: PHYS 301, which may be taken concurrently, plus permission of instructor

Enrollment Limit: 15

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Fall 2019

LEC Section: 01 Cancelled

PHYS 405 (F) Electromagnetic Theory (QFR)

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 10/section

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T3 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

TUT Section: T2 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

TUT Section: T1 F 1:10 pm - 2:25 pm Daniel P. Aalberts

PHYS 418 (S) Gravity (QFR)

This course is an introduction Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

Requirements/Evaluation: weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301 or PHYS 405 or PHYS 411

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am David R. Tucker-Smith

POEC 253 (F) Empirical Methods in Political Economy (QFR)

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal--an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: discussion

Requirements/Evaluation: Problem sets, group project, midterm exam, final exam

Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

Enrollment Limit: 25

Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

Distributions: (D2) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Anand V. Swamy

PSYC 201 (F)(S) Experimentation and Statistics (QFR)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: must register for the lab and lecture with the same instructor

Requirements/Evaluation: papers, exams, and problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: B1 TR 9:55 am - 11:10 am Kenneth K. Savitsky

LEC Section: A1 TF 2:35 pm - 3:50 pm Jeremy D. Cone

LAB Section: B2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 4:00 pm Jeremy D. Cone

Spring 2020

LAB Section: B2 Cancelled

LEC Section: C1 MR 1:10 pm - 2:25 pm Kris N. Kirby

LAB Section: C2 T 1:00 pm - 4:00 pm Kris N. Kirby

LEC Section: B1 Cancelled

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 3:40 pm Kenneth K. Savitsky

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with calculus background and social science interest should consider STAT 161; students with MATH 150 should enroll in STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stat should consult the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

Spring 2020

LEC Section: 02 TR 11:20 am - 12:35 pm Elizabeth M. Upton

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with MATH 150 should consider STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students without any calculus background should consider STAT 101

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.

Attributes: PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Anna M. Plantinga

Spring 2020

LEC Section: 02 TF 2:35 pm - 3:50 pm Anna M. Plantinga

LEC Section: 01 TF 1:10 pm - 2:25 pm Anna M. Plantinga

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students with MATH 130/140 background should consider STAT 161; students with no calc. should consider STAT 101

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 02 TR 11:20 am - 12:35 pm Shaoyang Ning

LEC Section: 01 TR 9:55 am - 11:10 am Shaoyang Ning

Spring 2020

LEC Section: 02 TR 9:55 am - 11:10 am Stewart D. Johnson

LEC Section: 01 TR 8:30 am - 9:45 am Stewart D. Johnson

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: homework, exams and projects

Prerequisites: AP Statistics 5 or STAT 101; 161 or 201 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 02 MWF 10:00 am - 10:50 am Xizhen Cai

LEC Section: 01 MWF 9:00 am - 9:50 am Xizhen Cai

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Xizhen Cai

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341 STAT 341

Secondary Cross-listing

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

STAT 342 (F) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 346 (F)(S) Regression and Forecasting (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: exams, homework, and a project

Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor

Enrollment Limit: 22

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 30

Enrollment Preferences: Statistics majors

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Shaoyang Ning

STAT 368 (S) Modern Nonparametric Statistics (QFR)

Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346, or permission of instructor.

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Spring 2020

LEC Section: 01 R 11:20 am - 2:00 pm M 1:10 pm - 2:25 pm Shaoyang Ning

STAT 410 (F) Statistical Genetics (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346 and STAT 360, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Statistics majors, juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Attributes: BIGP Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anna M. Plantinga

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Requirements/Evaluation: homeworks and projects

Prerequisites: STAT 346 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

RELIGION (Div II)

Chair: Associate Professor Jacqueline Hidalgo

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave 2019-2020
- Magnús T. Bernhardtsson, Chair of Arabic Studies, Brown Professor of History and Faculty Affiliate in Leadership Studies and Religion; affiliated with: Leadership Studies Program, Arabic Studies Department, Religion Department
- Casey D. Bohlen, Visiting Assistant Professor of History and Religion; affiliated with: Religion Department
- Denise K. Buell, Dean of the Faculty, Cluett Professor of Religion; affiliated with: Religion Department
- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Georges B. Dreyfus, Jackson Professor of Religion; on leave Spring 2020
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Jacqueline Hidalgo, Chair of Religion and Associate Professor of Latina/o Studies and Religion; affiliated with: Latina/o Studies Program
- Jeffrey I. Israel, Associate Professor of Religion
- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies; affiliated with: Asian Studies Department
- Sohaib I. Khan, Mellon Postdoctoral Fellow in Religion
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Ahmed Ragab, Richmond Visiting Professor; affiliated with: Religion Department, American Studies Program
- Neil Roberts, Chair and Associate Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Religion Department, Political Science Department
- Jason Josephson Storm, Professor of Religion; on leave 2019-2020
- Phillip J. Webster, Visiting Assistant Professor of Religion
- Saadia Yacoob, Assistant Professor of Religion; on leave 2019-2020

MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

Required Sequence Courses

REL 200 Theories and Methods in the Study of Religion

One 300-level seminar or tutorial

REL 401 Senior seminar

Elective Courses

Six electives at the 100-, 200-, or 300-level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College's coordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

The department will work with students in the classes of 2014-2015 to adapt these new guidelines for the major. Beginning in spring 2012, students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. Sometimes a course title is sufficient, but for many courses we also need to see a description of some sort because the title is unclear.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 3 courses: Religion 200, one 300-level Religion seminar or tutorial, and Religion 401 Senior Seminar.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Make sure that they have or will be able to take REL 200, because it is offered only once a year.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

REL 102 (F) The Meaning of Life

As Henry David Thoreau put it, "The mass of men lead lives of quiet desperation," attempting to fill the void of their existence with sex, money, ephemeral amusements, and the steady accumulation of unnecessary possessions - basically killing time until the day they die. For some people this might seem to be enough, but this course is for those of us who lie awake at night wondering things like: "Why are we here?" "What does it mean to live a good life?" "How can I be happy?" "What is our duty to others?" "What really matters?" and the biggest question of them all: "What is the Meaning of Life?" This course will trace the diverse responses to these important questions offered by philosophers and religious thinkers in different cultures and time periods. We will read their texts critically and discuss how they can be directly relevant to our lives. Students will also be introduced to abstract theorizing in Religious Studies about how different cultures and traditions have historically come to live meaningfully. Authors and texts to be read may include Aristotle, Hannah Arendt, Marcus Aurelius, the Bhagavad Gita, H. H. Dalai Lama, the Dhammapada, Søren Kierkegaard, Martin Luther King Jr, Jean-Paul Sartre, Shantideva, Peter Singer, Leo Tolstoy, Max Weber, and Slavoj Zizek.

Class Format: lecture

Requirements/Evaluation: attendance and participation, journal and short writing assignments, midterm and final exams

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 104 (S) Religious Conflict and Cooperation

Violent conflicts throughout the world are animated by religious rhetoric, driven by religious actors, and sanctioned by religious authorities. At the same time, religious and "interfaith" organizations are often prominent participants in peace advocacy and conflict resolution. What are the varieties of religious involvement in war and peace? What can we learn about "religion" from the conflicts and cooperative initiatives that are labeled "religious"? Does the modern nation-state increase the likelihood of religious conflict? Will 21st century globalization support more or less conflict and/or cooperation? We will investigate these and other questions through contemporary case studies. In some cases we will focus on conflicts over territory: the Temple Mount/Noble Sanctuary in Jerusalem, the Babri Mosque/Birthplace of Rama in Ayodhya, India, the Black Hills in South Dakota. But we will also study the rhetoric of Usama Bin Laden and the role of spirit possession in the formation of the Lord's Resistance Army in Uganda. Finally, we will consider efforts to end such conflicts peacefully and delegitimize militant groups. In each case, we will see how competition for control over what counts as "Judaism," "Hinduism," "religion," "religious," and so forth is central to these conflicts and to the goals of those who seek to resolve them. Along with primary and secondary sources related to each case study, we will also read theoretical works by authors that may include Mark Juergensmeyer, Samuel Huntington, Scott Appleby, Bruce Lincoln, Saba Mahmood, Olivier Roy, Ananda Abeysekara, Talal Asad, Tomoko Masuzawa, Elizabeth Shakman Hurd, and others.

Requirements/Evaluation: two short papers, an in-class mid-term exam, and a final paper or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: first-year students and potential Religion majors

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

REL 108 (F) Technologies of Religious Experience

In 1962, ten Harvard Divinity School students received a capsule of white powder before Good Friday services. The powder was psilocybin, a psychedelic. One of them soon ran out of chapel to announce that the Messiah had arrived. Seven others reported profound mystical experiences, which they reported even years later as exerting continued influence on their life and work. Is psilocybin a technology for producing religious experience? Should religions find and employ technologies that engender religious feeling? Are such experiences any less true or authentic than ones that aren't technologically mediated? More humbly, how is a religious service experienced differently when it's viewed online or through a TV? How can an amulet, icon, or statue be used as a technology of religion? Drawing from a broad range of sources, this course will introduce students to the critical study of religion through its consideration of religious experience as both central to religious life and as (almost always) technologically mediated. The course thus aims to expose students to a wide variety of religions and technologies of religion, while simultaneously offering a them a chance to explore Technology Studies as one critical lens for studying religion and religious experience.

Requirements/Evaluation: short response papers, one longer non-research paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Phillip J. Webster

REL 109 Apocalypse (WS)

An end of days. A utopia to come. A great cosmic reversal of fortune. A revelation of truth that leads to radical transformation. Each of these themes and many more fall under the genre of imagination that we associate with the apocalypse. In order to understand the persistence and prevalence of apocalyptic imaginations, we will move back and forth through time. On the one hand, we will read the Book of Revelation in relationship to a selection of ancient Zoroastrian, Jewish, Greek, Christian, and Muslim texts identified with apocalyptic traditions. On the other hand, we will read these texts in relationship to and alongside select literature and movements of apocalypse in the U.S.A. We will pay particular attention to how apocalyptic imaginations reflect upon and interact with social structures of class, colonization, ethnicity, gender, race, and sexuality.

Requirements/Evaluation: grading will be based on participation, short P/F papers, a graded 3-page essay that will be revised, a 5-page second essay, and a final 7- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores preferred or Religion and/or American Studies majors

Expected Class Size: 15

Grading:

Distributions: (D2) (WS)

Writing Skills Notes: As a WS course, grading will be based on short, weekly P/F papers, a graded 3-page essay that will be revised for credit, a 5-page second essay, and a final 7- to 10-page paper for which a draft will be peer reviewed. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

REL 110 (F) Living Religion: The Study of Religion in Everyday Life

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and

practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 12-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

REL 171 (S) Music and Spirituality: Cross-Cultural Perspectives

Cross-listings: MUS 171 REL 171

Secondary Cross-listing

How does the sacred sound? Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music reflect and produce spiritual experience? This team-taught course will take a comparative approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, music and dance in spiritual practice, and the role of music created in the face of death and its aftermath. Working from both musicological and ethnomusicological perspectives, we will explore the possibilities of sensory ethnography for better understanding the role of perception and the body in spiritual experiences with music. Our comparisons will draw from Western and world Christian traditions from medieval to modern times, and on conversations with musicians immersed in the music of other faith traditions (including Jewish, Hindu, and Muslim). We will explore connections between music and spirituality through a wide variety of repertoires, including plainchant and Renaissance sacred choral music; the music and dance of traditional West African religions like vodun and orisa; music from the Western classical tradition by such composers as Bach, Beethoven, and Messiaen; American hymnody and spirituals; gospel music in the U.S. and Africa; and selected artists from the world of jazz and popular music, such as John Coltrane and Leonard Cohen.

Requirements/Evaluation: class participation; class journal; presentation with annotated bibliography; ethnographic field study; final project with presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students with a demonstrated interest in music, religion, and/or anthropology/sociology

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 171 (D1) REL 171 (D1)

Not offered current academic year

REL 200 (S) What is Religion? Theories and Methods in the Study of Religion

As recently as the 1960s, the most influential theorists of modernity were predicting that religion would eventually vanish, while theologians lamented what they called the "Death of God." But one has only to glance at today's headlines to see that accounts of religion's demise were premature. Indeed a basic knowledge of religion is indispensable to understanding the current global moment as well as a range of fields from political science to English literature and history. To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. It will familiarize students with the discipline's most significant theorists (both foundational and contemporary) and trace their multidisciplinary--philosophical, sociological, anthropological, and psychological--modes of inquiry. At stake are questions such as: How does one go about studying religion? Is "religion" even a cultural universal? Or is it merely the byproduct of the European Enlightenment? What is religion's relationship to God? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

Requirements/Evaluation: class participation, three short (2-3 pages) writing assignments, a 5-page midterm paper, and a 10-page final paper

Prerequisites: none, although a previous course on religion is recommended

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeffrey I. Israel

REL 201 (F) The Hebrew Bible

Cross-listings: COMP 201 REL 201 JWST 201

Primary Cross-listing

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: discussion

Requirements/Evaluation: class participation, short written assignments, and two to three longer papers

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 201 (D1) REL 201 (D2) JWST 201 (D2)

Attributes: JWST Gateway Courses

Not offered current academic year

REL 202 (S) Moses: Stranger in a Strange Land

Cross-listings: JWST 202 COMP 214 REL 202

Primary Cross-listing

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 202 (D2) COMP 214 (D1) REL 202 (D2)

Attributes: JWST Core Electives

Not offered current academic year

REL 203 (F) Judaism: Before The Law

Cross-listings: REL 203 JWST 101

Primary Cross-listing

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's *The Trial* with his parable "Before The Law," Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation.*

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 203 (D2) JWST 101 (D2)

Attributes: JLST Interdepartmental Electives JWST Gateway Courses

Not offered current academic year

REL 204 (F) Jesus and Judaism

Cross-listings: JWST 204 REL 204

Primary Cross-listing

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianness? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

Requirements/Evaluation: active preparation and participation, papers

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Religion Majors and Jewish Studies concentrators get preference

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 204 (D2) REL 204 (D2)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Phillip J. Webster

REL 205 (S) Ancient Wisdom Literature

Cross-listings: COMP 217 REL 205 JWST 205 CLAS 205

Primary Cross-listing

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

Requirements/Evaluation: class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 217 (D2) REL 205 (D2) JWST 205 (D2) CLAS 205 (D2)

Attributes: JWST Core Electives

Not offered current academic year

REL 206 (S) The Book of Job and Joban Literature

Cross-listings: COMP 206 REL 206 JWST 206

Primary Cross-listing

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 206 (D2) REL 206 (D2) JWST 206 (D2)

Attributes: JWST Core Electives

Not offered current academic year

REL 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Cross-listings: CLAS 207 COMP 250 REL 207 JWST 207

Primary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*

Class Format: discussion

Requirements/Evaluation: class participation and several writing assignments

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 207 (D1) COMP 250 (D2) REL 207 (D2) JWST 207 (D2)

Attributes: JWST Core Electives

Not offered current academic year

REL 208 (S) Genesis: The Family Saga

Cross-listings: REL 208 COMP 207 JWST 208

Primary Cross-listing

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

Requirements/Evaluation: class participation, a series of short writing assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have already taken a course in Biblical literature

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 208 (D2) COMP 207 (D1) JWST 208 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

REL 209 (S) Jewish America

Cross-listings: JWST 209 REL 209

Primary Cross-listing

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie*, *Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 209 (D2) REL 209 (D2)

Attributes: JWST Core Electives

Not offered current academic year

REL 210 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the

Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

REL 211 (F) Earliest Christianities

This history course explores the diversity and development of early Christianity primarily through the writings of early Christians beyond the New Testament canon. Attention is given to diverse interpretations of Jesus and Judaism, the emergence of church structures and rituals, and the construction of the categories "orthodoxy" and "heresy" in the context of the struggle for authority and identity in the Roman Empire as well as at the intersections between historiography and contemporary religious and political debates.

Class Format: lecture/discussion

Requirements/Evaluation: active preparation and participation, 1 text analysis paper (5 pages), midterm, and take home final

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 213 (F) Ancient Christianity on Gender and Sexuality: Legacies and Prospects

Cross-listings: REL 213 WGSS 216

Primary Cross-listing

This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage, and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminist, masculinity, and trans* studies.

Requirements/Evaluation: regular class attendance, active participation in discussions, careful reading of all assigned materials, three 5- to 7-page papers (c. 2000-2300 words)

Prerequisites: none

Enrollment Limit: 16

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 213 (D2) WGSS 216 (D2)

Not offered current academic year

REL 214 (F) Religion and the State

Cross-listings: REL 214 PSCI 271

Primary Cross-listing

The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean-Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 214 (D2) PSCI 271 (D2)

Attributes: JLST Interdepartmental Electives

Not offered current academic year

REL 215 (S) The New Testament: From Word to Book

Cross-listings: REL 215 CLAS 215

Primary Cross-listing

In this course, students will be introduced to the New Testament through an exploration of how the New Testament became a book and continues to be produced as a book. We will start by examining the letters of Paul--its earliest texts--in terms of the habits and traditions of ancient letter-writing. We will similarly place the other texts of the New Testament in the context of Greek, Roman, and Jewish literary traditions and conventions. As the semester moves forward, we will examine how the New Testament itself became a material object--a book--and how its changing material status shaped its meaning and functioning. We will see the New Testament transform from a library of separate scrolls and/or codices (a library which was occasionally bound together into a single codex), to a luxury object in the Middle Ages, to a cheap printed object in the wake of the printing revolution of the 19th century, to its modern life as both a highly marketed object and a searchable digital thing in online spaces and mobile apps.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion Majors, Then Classics Majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 215 (D2) CLAS 215 (D1)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Phillip J. Webster

REL 216 (S) Greek Art and the Gods

Cross-listings: CLAS 248 REL 216 ARTH 238

Secondary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 248 (D1) REL 216 (D1) ARTH 238 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2020

LEC Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Guy M. Hedreen

REL 217 (F) Religion and American Politics

Cross-listings: HIST 257 REL 217

Primary Cross-listing

This course examines the intersection of religion and American politics, from the colonial era to the present. It focuses especially on electoral politics and social movements, exploring the role of religion in conflicts over racial equality, capitalism, gender and sexuality, and church-state relations. Students will tackle questions with both historical and present-day relevance, such as: Was America founded as a Christian nation? Has religion been a source of revolutionary change, or a mere 'opiate of the masses?' How have religious ethics shaped the politics of race, gender, and class? How has growing religious diversity affected civic unity? What role *should* religion play in American political life? The course will cover such topics as the religious views of the 'Founders;' debates over slavery; spiritualism & women's rights; state treatment of religious minorities; the Scopes Trial and scientific modernity; the Social Gospel and modern capitalism; the New Left and the Moral Majority; and late 20th-century religious battles over war, civil rights, feminism, and democracy itself.

Requirements/Evaluation: class participation; six informal response papers (300-400 words); two unit papers (4-6 pages); final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 257 (D2) REL 217 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Casey D. Bohlen

REL 218 (F) Foundations of China

Cross-listings: ANTH 212 REL 218 HIST 214 GBST 212 CHIN 214

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 212 (D1) REL 218 (D1) HIST 214 (D1) GBST 212 (D2) CHIN 214 (D1)

Attributes: HIST Group B Electives - Asia

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

REL 219 (S) Judaism Under Ancient Greek and Roman Imperialisms

Cross-listings: CLAS 219 REL 219 JWST 219

Primary Cross-listing

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of

ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

Requirements/Evaluation: active participation and preparation, papers

Prerequisites: none

Enrollment Limit: 21

Enrollment Preferences: Religion majors, Jewish Studies concentrators, Classics majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Phillip J. Webster

REL 220 (S) Spiritualities of Dissent

Cross-listings: AFR 219 REL 220

Primary Cross-listing

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissentive qualities of selected African-descended activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

Requirements/Evaluation: class participation, weekly reading responses, a critical book review, and a final paper or project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors; Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 219 (D2) REL 220 (D2)

Not offered current academic year

REL 221 (F) Technologies of Religion in the Early Christian World

Cross-listings: REL 221 CLAS 221

Primary Cross-listing

What is the relationship between religion and technology? How do various technologies affect the production and distribution of religious knowledge? Facilitate communication and interaction with the divine? Transform the religious self? In this course, we will look specifically at the uses and effects of technology on religion in the early Christian world. While focused most directly on the influence of technology on the development of early Christianity, the course will also explore the place of technology in coterminous movements: in "pagan" sacrifice, Neoplatonic divination, and Stoic practices of the self. By examining technologies of text production, sacrifice, memory, and the self, the course will shed light on early Christianity and its competing religious and philosophical movements, as well as on the nature of technology's relationship to religion.

Requirements/Evaluation: active preparation and participation, short reading response papers (1 page), and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10-12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 221 (D2) CLAS 221 (D1)

Not offered current academic year

REL 222 (F) The Jewish Art of Interpretation

Cross-listings: REL 222 JWST 222 COMP 211

Primary Cross-listing

Turn it and turn it, for everything is in it. This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

Requirements/Evaluation: class participation, regular short written and oral assignments, and a final project

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 222 (D2) JWST 222 (D2) COMP 211 (D2)

Attributes: JWST Core Electives

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel, Jeffrey I. Israel

REL 223 (F) Revolt and Revelation in 20th-Century Americas

Cross-listings: AMST 228 AFR 228 LATS 228 REL 223

Secondary Cross-listing

Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that responded to and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings--such as those of Gutierrez--and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Perú, and the United States of America between 1960-2000.

Requirements/Evaluation: participation, short writing exercises, a 5- to 6-page take-home midterm essay, and an 8- to 12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: majors and concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 228 (D2) AFR 228 (D2) LATS 228 (D2) REL 223 (D2)

Attributes: LATS Core Electives

Not offered current academic year

REL 224 (S) U.S. Latinx Religions

Cross-listings: AMST 224 REL 224 LATS 224

Secondary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latinx communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, questions of how one studies Latinx religions.

Class Format: discussion

Requirements/Evaluation: class participation, short writing exercises, a 5-page essay, and an 8-12-page final review essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 224 (D2) REL 224 (D2) LATS 224 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

REL 225 (S) Culture and Morality

Cross-listings: REL 225 ANTH 224

Secondary Cross-listing

Moral judgments differ across cultures, within cultures, and across time. How do we account for this variation, and what does it tell us about human nature and the nature of moral reasoning? This course examines practical and theoretical orientations for the descriptive study of morality. We will read about and analyze moral life in a range of cultural and historical settings, from Africa and Oceania to North America and the Upper Amazon. As an object of academic inquiry, morality has historically been resistant to classification under any one discipline, recognized at various times to be the exclusive province of philosophy, psychology, religion, and so on; so we will draw on works from across a range of fields in order to better understand morality and its relationship with other significant dimensions of human social life (political economy, religion, gender, etc.). Specific topics will include: the relationship between morality and freedom; the apparent intractability of moral disagreements; the role of intuition and emotion in moral reasoning; and the influence of power and hierarchy on moral judgment.

Requirements/Evaluation: a midterm project and a final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ANSO students

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 225 (D2) ANTH 224 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 226 (F) Spiritual But Not Religious

Cross-listings: ANTH 226 REL 226

Primary Cross-listing

Today, more than one in five people in the United States identify as "none" when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of "spirituality" is more pervasive than ever in popular discourse. Increasingly Americans claim that they are "spiritual but not religious" or that they prefer "individual religion" over "organized religion." This course seeks to understand and investigate this phenomenon. What is the lived experience of being "spiritual but not religious"? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 226 (D2) REL 226 (D2)

Not offered current academic year

REL 228 (F) Zen and the Art of American Literature

Cross-listings: AMST 238 COMP 238 REL 228 ENGL 239

Secondary Cross-listing

In 1844, the Transcendentalist magazine, *The Dial*, published an excerpt from the *Lotus Sutra*, translated into English by Elizabeth Palmer Peabody. It was the first English-language version of any Buddhist text to be published in the United States. At the time, very few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices seem ubiquitous (available even in the form of apps like Headspace and Calm). In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the influence of Zen on American literature. We'll read an array of Buddhist-influenced literary texts, from the Beat poetry of the 1950s to novels like *Middle Passage*, *A Tale for the Time Being*, and *Lincoln in the Bardo*. But we'll also range far beyond the world of literature into a variety of other cultural domains in which Buddhism has had a deep impact, like environmentalism and deep ecology, Western psychotherapy, and Western attitudes towards death and dying. We'll also explore the role that Buddhism is playing in the fight against racism and racial injustice (from bell hooks to Black Lives Matter). And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week) and keep a meditation journal. No prior experience with meditation is necessary. Just an open mind.

Requirements/Evaluation: regular attendance, a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 7- to 10-page essay

Prerequisites: any literature course at Williams or permission of the instructor

Enrollment Limit: 45

Enrollment Preferences: students will be asked to submit emails explaining why they want to take this course, which will be used to determine final enrollment; no first-years

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 238 (D2) COMP 238 (D1) REL 228 (D2) ENGL 239 (D1)

Attributes: ENGL Literary Histories C EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

REL 229 (S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A.

Cross-listings: AMST 229 REL 229

Primary Cross-listing

In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as *The Matrix* (1999), *The Passion of the Christ* (2004), *Jesus Christ Superstar* (1973), *The Shawshank Redemption* (1994), *The Omen* (1976), *Children of Men* (2006), and *The Book of Eli* (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 229 (D2) REL 229 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

REL 230 (F) Who was Muhammad?

Cross-listings: REL 230 GBST 230 ARAB 230

Primary Cross-listing

Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the "facts" of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad's life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar

Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 230 (D2) GBST 230 (D2) ARAB 230 (D2)

Not offered current academic year

REL 232 (S) Buddhist Economics

Cross-listings: ASST 232 REL 232

Primary Cross-listing

Or, "From 'Shark Tank' to 'Monk Cave': Business and Socially Engaged Buddhism". Television shows like Shark Tank, featuring a panel of potential investors who consider propositions from aspiring entrepreneurs, evinces that popular culture values only the making of profit. In such a capitalistic world, who are the "winners" and "losers"? What impact does a business/product have beyond its intended consumer benefits? What is the Buddhist response to business and commerce and its overall effects on individuals, society, and ecology? This course will challenge students to research, analyze, and devise resolutions for real world issues, by having students employ Buddhist solutions informed by concepts such as compassion, interconnectedness, and Socially Engaged Buddhism. Students will scrutinize the related concept of "structural violence". We will look at examples from Bhutan's "Gross Domestic Happiness", Thailand's "Sufficiency Economy", China's state-led religious charities under the name of "Humanistic Buddhism", as well as the ordination of trees. This course hopes to prepare students to be critical, rather than merely passive, world citizens, especially in the realm of business, and to be more conscious and aware of their everyday life choices and its impact on every aspect of society.

Requirements/Evaluation: attendance and active participation 20%; short writing assignments 25%; mid-term exam 25%; final project and presentation 30%

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Religious Studies majors and Asian Studies majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 232 (D2) REL 232 (D2)

Spring 2020

REL 233 (S) Islam and the West: A Clash of Civilizations?

"This idea that all religions share the same values is bulls**t and we need to call it bulls**t," the popular political commentator and critic Bill Maher has said on multiple occasions. "If you are in this religion [Islam], you probably do have values that are at odds [with American values]. This is what liberals don't want to recognize." Maher has acquired a reputation for making strong statements like this about the need for Americans (and liberals in particular) to stand up for their secular liberal values, which are in conflict with and superior to the values of Islam. Maher's comments are only one recent manifestation of a long line of pundits making such claims. This is best exemplified by Samuel Huntington's "Clash of Civilizations" thesis, which famously predicted that there would inevitably be a violent clash between the Islamic and Western Civilizations. This course investigates such ideas about the inherent conflict between Islam and the West. How should we understand the nature of Islamic and Western civilizations and the relation between them? What is the history of this relationship? What has given rise to these standard representations of Islam and Muslims? What are the political stakes and consequences of these representations? How should we understand the phenomenon of "Islamophobia"? We will explore these questions through an in-depth and critical investigation into the history of Euro-American nationalism and colonialism, the concepts of "civilizations" and "religions", the history of modern Islam, and the nature of Orientalism and secularism.

Requirements/Evaluation: regular reading responses, 5- to 6-page midterm essay, group social-media project (research-based, creating a video essay), final 7- to 8-page essay

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

REL 234 (F) What is Islam? (DPE)

Cross-listings: ARAB 234 GBST 234 REL 234 HIST 208

Primary Cross-listing

This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Requirements/Evaluation: reading responses, two essays, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 234 (D2) GBST 234 (D2) REL 234 (D2) HIST 208 (D2)

Difference, Power, and Equity Notes: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.

Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

REL 235 (S) The Garden in the Ancient World

Cross-listings: CLAS 235 REL 235 ENVI 232 COMP 235

Secondary Cross-listing

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

Requirements/Evaluation: class participation, short written assignments, and a final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Classics majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 235 (D1) REL 235 (D2) ENVI 232 (D1) COMP 235 (D1)

Not offered current academic year

REL 236 (S) Reading the Qur'an

Cross-listings: ARAB 236 COMP 213 GBST 236 REL 236

Primary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 236 (D2) COMP 213 (D1) GBST 236 (D2) REL 236 (D2)

Not offered current academic year

REL 237 (F) Islam in the United States: From Black Muslims to the War on Terror

Cross-listings: AMST 237 AFR 237 REL 237

Primary Cross-listing

Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 237 (D2) AFR 237 (D2) REL 237 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

REL 238 (F) Faith and Rationality in Islam: Skepticism and the Quest for Certainty

Religious faith is generally perceived as being diametrically opposed to reason and rationality. Islam in particular is often assumed to be even more dogmatic in its demand for blind unquestioning faith. This course will explore the lively debates among Muslim theologians regarding the complex relationship between faith, rationality, and skepticism. Is faith compatible with reason and rationality? Can the foundations of Islamic belief be proven to be true? Are there limits to what can be known rationally? Are people justified in holding religious beliefs? Does faith require absolute certainty? What room is there for doubt and skepticism in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, and mysticism from the medieval period.

Requirements/Evaluation: essays and exams

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 239 (F) The Modern Middle East (DPE)

Cross-listings: HIST 207 ARAB 207 GBST 101 REL 239 LEAD 207 JWST 217

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, two short papers, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 207 (D2) ARAB 207 (D2) GBST 101 (D2) REL 239 (D2) LEAD 207 (D2) JWST 217 (D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Magnús T. Bernhardsson

REL 240 (S) The Challenge of ISIS

Cross-listings: HIST 210 ANTH 210 GBST 210 ARAB 210 REL 240

Secondary Cross-listing

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes: GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not offered current academic year

REL 241 (S) History of Sexuality

Cross-listings: GBST 241 REL 241 HIST 292 WGSS 239

Primary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 241 (D2) REL 241 (D2) HIST 292 (D2) WGSS 239 (D2)

Not offered current academic year

REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: ARAB 242 REL 242 WGSS 242

Primary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 242 (D2) REL 242 (D2) WGSS 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

REL 243 (F) Islamic Law: Past and Present

Cross-listings: WGSS 243 ARAB 243 HIST 302 REL 243

Primary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 243 (D2) ARAB 243 (D2) HIST 302 (D2) REL 243 (D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

REL 244 (S) Mind and Persons in Indian Thought

Cross-listings: REL 244 ASST 244

Primary Cross-listing

In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages)

Prerequisites: prior exposure to Buddhism or philosophy, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 244 (D2) ASST 244 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Primary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

REL 247 (S) Race and Religion in the American West

Cross-listings: LATS 247 REL 247 AMST 247 ENVI 247

Primary Cross-listing

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacrosapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of "the greatest meeting places on the planet." The region is a site of cultural complexity where Penitentes maintained a

sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of "religion," and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new "sights," "cites," and "sites" in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment.

Class Format: seminar/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: none

Grading: no pass/fail option, no fifth course option

Unit Notes: Religion elective course; this course is part of the 2016-17 Climate Change Initiative

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 247 (D2) REL 247 (D2) AMST 247 (D2) ENVI 247 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

REL 249 (F) Anti-Semitism (DPE)

Cross-listings: REL 249 JWST 249

Primary Cross-listing

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

Requirements/Evaluation: three short papers (4-5 pages), one longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 249 (D2) JWST 249 (D2)

Difference, Power, and Equity Notes: This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of

race, gender, class, religion, ethnicity, and nation.

Attributes: JWST Core Electives

Not offered current academic year

REL 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia

Cross-listings: ASST 250 REL 250

Primary Cross-listing

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

Class Format: discussion

Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religious Studies and Asian Studies majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 250 (D2) REL 250 (D2)

Attributes: GBST East Asian Studies Electives PHIL Related Courses

Not offered current academic year

REL 252 (S) Zen Buddhist Visual Culture: The Path to Nirvana

Cross-listings: ASST 376 ARTH 376 REL 252

Secondary Cross-listing

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 376 (D1) ARTH 376 (D1) REL 252 (D1)

Not offered current academic year

REL 253 (S) Spiritual Crossroads: Religious Life in Southeast Asia

Cross-listings: ASST 233 REL 253 ANTH 233

Secondary Cross-listing

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 233 (D2) REL 253 (D2) ANTH 233 (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Not offered current academic year

REL 254 (F) The Theory and Practice of Meditation in the Modern World

This course invites students to examine theoretically and experientially meditation. Throughout the course, we examine meditations belonging to various Buddhist traditions through our own practice. We study some of the manuals where these meditations are taught and connect these practices to some of the more important ideas of the tradition. In studying and practicing meditation, we follow a gradual approach, starting from the most basic practices to more advanced ones. We also connect the practices and ideas we consider with modern scientific approaches, examining practices such as mindfulness therapy and the practice of positive emotions from a psychological perspective. In the process, we re-contextualize Buddhist ideas by connecting them with modern approaches, particularly those inspired by biology, psychology and ecology. Throughout the course, students will keep a daily practice of meditation and record their experiences in a journal so as to be able to come to an informed understanding combining a theoretical grasp of the issues raised by meditation and their own personal appreciation.

Class Format: mixture of lecture, discussion, and practice of meditation

Requirements/Evaluation: full attendance and participation, regular practice of meditation, two middle-length essays, and a meditation journal

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Religion majors, students who have taken REL 288

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

REL 255 (S) Buddhism: Ideas and Practices**Cross-listings:** ANTH 255 REL 255 ASST 255**Primary Cross-listing**

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion**Requirements/Evaluation:** full attendance and active participation; two essays**Prerequisites:** none**Enrollment Limit:** 25**Expected Class Size:** 25**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 255 (D2) REL 255 (D2) ASST 255 (D2)

Attributes: GBST South + Southeast Asia Studies Electives PHIL Related Courses**Not offered current academic year****REL 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)****Cross-listings:** ANTH 256 REL 256 ASST 256 WGSS 256**Primary Cross-listing**

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen in Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors**Expected Class Size:** 15**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 256 (D2) REL 256 (D2) ASST 256 (D2) WGSS 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Attributes: GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

REL 257 (S) Tibetan Buddhism: Embodying Wisdom and Compassion

We begin by considering the basic ideas and practices of Tibetan Buddhist traditions and the ways in which the ideals of wisdom and compassion have shaped Tibetan culture. We then proceed to examine particular aspects of the tradition such as the role of the teacher or lama and their various manifestations, from the exotic figure of the tantric guru to that of the Dalai Lama, a charismatic world teacher engaged in both religious and political affairs. We also examine a wide range of lay and monastic practices, from the life of large monasteries and their unique culture to the practices of nuns and lay people. Throughout this course, we consider not just the variety of exoteric practice forms but also the esoteric tantric tradition that pervades Tibetan life. We examine the various meditative practices that revolve around this profound and often misunderstood tradition. In doing so, we do not consider tantra as just a set of strange practices sometimes revolving around sex and violence. Rather we examine how it manifests a philosophy of embodiment that has profound implications for thinking about who we are as human beings.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, two essays

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 259 (S) Ethics of Jewish American Fiction

Cross-listings: REL 259 ENGL 259 JWST 259

Primary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 259 (D2) ENGL 259 (D1) JWST 259 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

REL 261 (F) Rastafari: Dread, Politics, Agency

Cross-listings: REL 261 AFR 299 PSCI 233

Secondary Cross-listing

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Neil Roberts

REL 262 (F) Time and Blackness

Cross-listings: REL 262 AMST 208 AFR 208

Secondary Cross-listing

The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from--and create--paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 262 (D2) AMST 208 (D2) AFR 208 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

REL 263 (S) Giving God a Backbeat: Rap Music, Religion & Spirituality

Cross-listings: REL 263 AFR 221

Secondary Cross-listing

On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.

Class Format: seminar

Requirements/Evaluation: students will be evaluated on their class participation, response papers, quizzes, and a final class group project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 263 (D2) AFR 221 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

REL 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Cross-listings: REL 264 WGSS 264

Primary Cross-listing

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs.

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 264 (D2) WGSS 264 (D2)

Difference, Power, and Equity Notes: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Not offered current academic year

REL 266 (S) Being American, Being Muslim: American Muslim Literature in the 21st century (DPE)

Cross-listings: ENGL 268 AMST 266 COMP 228 REL 266

Primary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves. We will address questions such as: How have American Muslims understood their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? What are the competing claims and contestations about authentic expressions of Islam? How are Muslims approaching the tensions between communal belonging and individuality? We will be engaging such questions primarily through an analysis of popular memoirs, autobiographies, novels, and short stories, but will also explore some plays, films, poetry, and comedy.

Requirements/Evaluation: regular reading responses, two short essays (3-4 pages), final presentation, and final paper (7-8 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 268 (D2) AMST 266 (D2) COMP 228 (D2) REL 266 (D2)

Difference, Power, and Equity Notes: This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Not offered current academic year

REL 267 (F) The Art of Friendship

Cross-listings: REL 267 COMP 267 COMP 288 CLAS 212

Secondary Cross-listing

The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient theories and representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. *All readings are in translation.*

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and a final paper/project

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 267 (D1) COMP 267 (D1) COMP 288 (D1) CLAS 212 (D1)

Not offered current academic year

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

REL 270 (S) Jewish and Christian Identity in the Ancient World

Cross-listings: REL 270 JWST 270

Primary Cross-listing

The modern engagement with the many ways that we construct identity has been matched by a similar wave of studies about identity construction in the ancient world. In this course, we will discuss the rise of "Judaism" and "Jewish identity" in the ancient period (looking at roughly 400 BCE-200 CE), and compare it with the movement of the followers of Jesus as a negotiation of a new identity within Judaism (roughly 30 CE-200 CE). We will conclude with the question of the "Parting of the Ways" of these two groups.

Requirements/Evaluation: three short papers (4-5 pages), one final paper (10-15 pages), close reading of materials, engagement with class discussion

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 270 (D2) JWST 270 (D2)

Not offered current academic year

REL 271 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Primary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogoe) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

REL 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia

Cross-listings: REL 272 ARTH 272 ASST 272

Secondary Cross-listing

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

Requirements/Evaluation: 3 fifteen-minute quizzes, 1 three to five-page paper, 1 eight to ten-page paper, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Murad K. Mumtaz

REL 273 (F) Heroes, Saints and Celebrity

Cross-listings: ANTH 222 REL 273

Secondary Cross-listing

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 222 (D2) REL 273 (D2)

Not offered current academic year

REL 274 (S) The Body in Power

Cross-listings: ANTH 299 REL 274

Secondary Cross-listing

The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

Requirements/Evaluation: class participation, three short response papers, and one 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to first years

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 299 (D2) REL 274 (D2)

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm David B. Edwards

REL 275 (S) Paul the Apostle: Then and Now

Cross-listings: PSCI 275 REL 275

Primary Cross-listing

The Apostle Paul is the most important thinker in the history of Christianity. He wrote much of the New Testament and was the first to formulate and articulate the basic message of Christianity. In this course, we'll first explore Paul's thought in its original context, probing what his message would have meant for the inhabitants of the Roman Empire. Special attention will be paid to Paul's contribution to ancient debates about Judaism, conversion, and ethnic difference. In addition to examining the first contexts and meanings of his writings, we'll be especially interested in the legacy of Paul's thought on modern political thought in Europe and America in the 20th and 21st centuries. In this portion of the course, we'll see how Paul's influence has shaped current theories of citizenship and sovereignty, with or without the knowledge or consent of modern thinkers and societies. The course thus explores the original significance of Paul's thought as well as his hidden influence upon the political structures of secular modernity.

Requirements/Evaluation: papers, participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 275 (D2) REL 275 (D2)

Not offered current academic year

REL 276 (S) Islam and Capitalism (DPE)

Islam's relationship with capitalism, in popular media as well as mainstream scholarship, is often posed as a question of compatibility. "Is Islam compatible with capitalism?" experts ask. The question itself rests on historical, epistemic, and moral premises that frame Islam and capitalism as distinct categories of comparison. Their juxtaposition, however, is beset with conceptual difficulty and anachronism: do religion and economics overlap, or do they demarcate discrete configurations of reality? Does religion latently influence economics or has capitalism subsumed all forms of spirituality? Is Islam's regulation of commercial conduct a symptom of insufficient modernization? Conversely, is faith in the rationality of free markets akin to religious belief? What makes Islamic values, rituals, and institutions "religious" and those of capitalism "secular"? What are the historical conditions, disciplinary practices, and forms of desire that have led to the articulation of "homoislamicus" as a rival to the "homoeconomicus" of consumer capitalism? Finally, how do Islamic conceptions of human prosperity, socioeconomic justice, and ecological preservation relate to neoliberalism, socialism, and other religious traditions? We will explore these questions and unpack their underlying assumptions through the disciplinary frameworks of religious studies, history, and anthropology. Students will develop a critical appreciation of both Islam and capitalism as complex assemblages of cultural, institutional, and discursive formations with intersecting genealogies. In addition to thinking critically about religion and economy as conceptual categories, students will acquire a concrete understanding of the Sharġ'a, its commercial laws and institutions. Students will also examine the history of Muslim societies through economic regimes of agrarianism, mercantilism, extractive/settler colonialism, postcolonial development, petrodollar capitalism, and modern Islamic finance.

Class Format: students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who

will be assisted by the instructor

Requirements/Evaluation: weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

Prerequisites: There are no prerequisites for enrollment. However, an elementary exposure to the history of economic thought will be useful.

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines trajectories of capitalism--beyond its isomorphic relationship with Western culture--in the Muslim world. It offers a critical perspective on economic inequality and underdevelopment in postcolonial Muslim states and their historical linkages with extractive/settler colonialism. Students explore connections between petrodollar capitalism, climate change, exploitation of migrant labor in the Arabian Gulf, and the fight for regional domination through proxy religious wars.

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Sohaib I. Khan

REL 277 (F) Meditation and Modern American Life

Cross-listings: ENGL 277 REL 277

Secondary Cross-listing

The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. *Please note the atypical class hours, Thursdays, 4:45-8:30 pm.*

Requirements/Evaluation: full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay

Enrollment Limit: 18

Enrollment Preferences: final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 277 (D1) REL 277 (D1)

Fall 2019

SEM Section: 01 R 4:45 pm - 8:30 pm Bernard J. Rhie

REL 278 (S) Buddhist Material Culture: Objects of Practice and Merit (DPE)

Cross-listings: ASST 278 REL 278

Primary Cross-listing

What is material culture? What is considered Buddhist material culture? If Buddhism is a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be "free" from material things? Is it necessary for a Buddhist to be free from material things or rather that material things should be free from Buddhists? This course will introduce students to a material culture approach to the study of religion, which acknowledges the agency of not only humans but also the agency of objects/things/stuff, and it emphasizes relationships and networks between people and things. The course will begin with basic foundational theories that make up the burgeoning field of "material culture" within Religious Studies. We focus on various relationships: "internal" (our body and senses in relation to things) and "external" (things themselves, and their connections to other things). We will learn about these relationships by looking closely at Buddhist "stuff" and investigating what such relationships can tell us about Buddhism. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. In a nutshell, this course is about the "social life of [Buddhist] things". For students without a background in Buddhism, this course will introduce them to Buddhism as lived in China, Korea, Japan, Tibet, and particularly Southeast Asia.

Requirements/Evaluation: attendance and active participation: 15%; short writing assignments, 8 total (1 page): 25%; midterm exam (in-class): 25%; group presentation of object: 35%

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 278 (D2) REL 278 (D2)

Difference, Power, and Equity Notes: The material world of contemporary Buddhism is often condemned for "adulterating" "real" Buddhism because it does not fit stereotypical buzzwords like tranquil, austere, non-commercial. Yet, materiality is essential to Asian Buddhist practitioners, who are the 90%. Students will hone skills to seek the unseen by tracing networks of a New Materialism approach, which can reveal relationships that demonstrate power struggle and inequality, even within a "loving-kindness" tradition like Buddhism.

Not offered current academic year

REL 279 (S) What is the Shari'a? Law, Power, and Ethics in Islam (DPE)

Discussions of the Shari'a or Islamic law in American public discourse conjure images of veiled women, girls barred from attending school, and public spectacles of flogging and stoning to death. Such a caricature of Islamic law as a medieval but draconian penal code elicits public fear and state suspicion. In the West, legislative measures are taken to curb the Shari'a's perceived threat to security, democracy, and human rights. On the other hand, Islamists seek to harness the Shari'a as an instrument of political legitimacy and authoritarian rule. Both instances reify the Shari'a in ways that erode its regional diversity, intellectual versatility, and socially embedded practices and modes of interpretation. This course offers an in-depth introduction to the Shari'a through an examination of major themes in its substantive content and historical evolution. While students will gain an integrated view of the Shari'a from its origins in 7th century Arabia to the modern era, our primary emphasis will be on the Shari'a's tumultuous relationship with liberal democracy and the secular nation-state. Students will probe the history of the Shari'a's present by pursuing a genealogical inquiry in two parts: (a) precolonial, and (b) postcolonial. Module (a) comprises Islamic legal theory, its scriptural sources, and the formation of schools of jurisprudence; Shari'a governance in the imperial age; and the institution of slavery. Module (b) covers colonial transformations and reforms; state-sponsored projects of restoration and codification; blasphemy and religious minorities; and gender and sexuality. Apart from learning substantive content through the course of our genealogical inquiry, students will also develop a theoretical foundation in anthropological approaches to the study of Islam as law (discursive tradition, symbolism, custom), power (sovereignty, discipline, biopolitics), and as ethics (subjectivity, self-cultivation, ordinary ethics).

Class Format: students will submit weekly responses to the readings; for each session two students will be assigned as leaders of the discussion who will be assisted by the instructor

Requirements/Evaluation: weekly reading responses (300 words): 20%; class participation: 15%; leading class discussion: 15%; 2 short essays (750 words each): 20%; research paper (3000 words): 30%

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course exposes students to the diversity of Islamic legal interpretations on questions of gender, sexuality, and religious freedom across a variety of regions and cultures. Students gain a critical appreciation of how present-day authoritative readings of Islamic law, its punitive practices and legalized forms of gender discrimination are sanctioned by patriarchal norms, the colonial construction of Islam as a scriptural religion, and regulatory powers of the modern state.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Sohaib I. Khan

REL 280 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit

Cross-listings: REL 280 ARTH 281 ANTH 281

Secondary Cross-listing

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANTH, SOC and ARTH majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 280 (D2) ARTH 281 (D2) ANTH 281 (D2)

Not offered current academic year

REL 281 (F) Religion and Science

Cross-listings: SCST 281 REL 281 STS 281

Primary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: full attendance and participation, two essays

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 281 (D2) REL 281 (D2) STS 281 (D2)

Not offered current academic year

REL 286 (F) Moral Life in the Modern World

Cross-listings: SOC 252 REL 286

Secondary Cross-listing

This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 252 (D2) REL 286 (D2)

Not offered current academic year

REL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration

Cross-listings: PHIL 288 REL 288

Primary Cross-listing

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Unit Notes: there is no need to email the professor in advance to indicate interest in the course

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 288 (D2) REL 288 (D2)

Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus, Joseph L. Cruz

REL 289 (F) The Talmud on What it Means to be Human

Cross-listings: JWST 289 REL 289

Primary Cross-listing

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud envisions human difference and similarity in terms of humans' relationships with animals and material things. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary theories and methods (Posthumanism and New Materialism) for considering what it means to be human in a world of animals and things.

Requirements/Evaluation: weekly papers, final paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Religion majors, Jewish Studies students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 289 (D2) REL 289 (D2)

Not offered current academic year

REL 291 (S) Religion and the American Environmental Imagination

Cross-listings: REL 291 SOC 291 ENVI 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 291 (D2) SOC 291 (D2) ENVI 291 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

REL 293 (S) Religion, Play, and Fantasy

Religion is sometimes described as separate from everyday life, a source of transcendence, offering practices that allow you to lose yourself and be absorbed into another level of consciousness, or a realm of supernatural forces. These could also be descriptions of "play." In this course we will explore the play element in culture and how it relates to what we usually describe as "religious." We will investigate video games, fantasy novels and films, Live Action Role-Playing, war reenactment, pop culture fandom, BDSM, festivals like Mardi Gras, and places that are "set apart" for play like Las Vegas. How do the ways that we play involve religious ideas like sin, redemption, supernatural forces of good and evil, canonization, countercultural community, tradition, submission, and purgation? Is play at the core of what we usually deem religious? What, for instance, is the play element in ritual, myth, and the devotional interpretation of texts? How important is play? Should we accept the conventional assumption that religion is more important than play? Is playing, perhaps, what we most want to do? Is playing what we would do if all of our practical needs were already met and we didn't have to do anything at all? In addition to exploring particular kinds of play, we will read theorists of play from a variety of disciplines, including: Johan Huizinga, Roger Caillois, Brian Sutton-Smith, Victor Turner, Donald Winnicott, Bernard Suits, Sam Gill, Robert Bellah, and Wendy Doniger. In a final paper, each student will have an opportunity to investigate in depth and interpret a particular form or instance of play that they choose.

Requirements/Evaluation: three short papers (3-5pages) and one final research paper or project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religion majors

Expected Class Size: 30

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

REL 296 (F) The History of the Holocaust

Cross-listings: HIST 338 JWST 338 REL 296

Secondary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion

Requirements/Evaluation: class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 25

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 20-25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Alexandra Garbarini

REL 297 (F) Theorizing Magic

Cross-listings: COMP 289 ANTH 297 REL 297

Primary Cross-listing

This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem-figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa's *Occult Philosophy*, Giordano Bruno's *On Magic*, Aleister Crowley's *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, "Science as Vocation," Tanya Luhmann, *Persuasions of the Witches' Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, "The Demise of the Demarcation Problem," E.E. Evans-Pritchard, *Witchcraft and Oracles*, and *Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: potential Religion or Comparative Literature majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 289 (D2) ANTH 297 (D2) REL 297 (D2)

Not offered current academic year

REL 301 (F) Social Construction (DPE)

Cross-listings: SCST 301 COMP 315 REL 301 STS 301 SOC 301 WGSS 302

Primary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have

limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

REL 302 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Secondary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Melissa J. Barry

REL 305 (S) The Black Atlantic as Scriptural Formation

Cross-listings: REL 305 AFR 355

Primary Cross-listing

"...I don't read such small stuff as letters, I read men and nations..." The unpacking of this provocative and unsettling statement ascribed to Sojourner Truth can be taken as a springboard for this seminar that explores the politics of the scriptural (or writing) as analytical window onto the complex formation of the circum-Black Atlantic (and its complex relationships to colonial and post-colonial Atlantic worlds). The isolation of selected Black Atlantic "readings" as cultural sites, rituals, performances, institutions, as different and conflicting types of politics and social orientation---from first contacts through slavery to the contemporary irruptions of protest and fundamentalist movements--will structure the seminar.

Class Format: seminar-style discussion

Requirements/Evaluation: consistent participation (informed by engagement of selected readings); and submission of mid-term prospectus (1-2pp) and end-of-term research paper (15-20pp)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: religion; African American (and other American ethnic groups); cultural studies; history; literature; social sciences

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 305 (D2) AFR 355 (D2)

Not offered current academic year

REL 309 (S) Scriptures and Race

Cross-listings: LATS 309 REL 309 AFR 309

Primary Cross-listing

This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how people imagine themselves, their communities, and their relationship to religious and racial "others"? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Requirements/Evaluation: participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 309 (D2) REL 309 (D2) AFR 309 (D2)

Attributes: LATS Core Electives

Not offered current academic year

REL 310 (F) Womanist/Black Feminist Thought**Cross-listings:** REL 310 AFR 310 WGSS 310 AMST 309**Secondary Cross-listing**

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: discussion**Requirements/Evaluation:** class participation, three short response papers, and the completion of an original research paper or project**Prerequisites:** none**Enrollment Limit:** 25**Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 310 (D2) AFR 310 (D2) WGSS 310 (D2) AMST 309 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses**Not offered current academic year****REL 312 (F) The Mughal Empire: Power, Art, and Religion in India****Cross-listings:** HIST 312 ASST 312 REL 312 GBST 312**Secondary Cross-listing**

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper**Prerequisites:** none, open to first-year students with instructor permission**Enrollment Limit:** 25**Enrollment Preferences:** History majors and potential History majors**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 312 (D2) ASST 312 (D2) REL 312 (D2) GBST 312 (D2)

Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

REL 313 (S) Humans and Bodies: Theories of Embodiment

Cross-listings: WGSS 303 REL 313

Primary Cross-listing

What is the body? Does "the body" precede culture, or is "the body" society's own creation, a contingent assemblage of matter, sensations, and psychosomatics? How does the self, and various types of self, relate to the body? How do sexual selves, racial selves, and gendered selves relate to their own bodies, to other bodies and selves? How are these selves produced through or with the body? How does the self-sense its "own" body? And does the body construct the self, or the self the body? In this course, we'll ask big questions about the body, its relation to the self, and about embodiment, through reading the most important and timely theories of the body, the self, and embodiment, especially as found in psychoanalytic, phenomenological, feminist, trans, and queer theories and methods.

Requirements/Evaluation: papers, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 303 (D2) REL 313 (D2)

Not offered current academic year

REL 314 (S) Racial and Religious Mixture (DPE)

Cross-listings: AMST 327 AFR 357 LATS 327 REL 314

Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

Class Format: mostly discussion

Requirements/Evaluation: participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 327 (D2) AFR 357 (D2) LATS 327 (D2) REL 314 (D2)

Difference, Power, and Equity Notes: Focusing on how different peoples have critically theorized and made meaning about and out of racial and

religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Jacqueline Hidalgo

REL 318 (F) California: Myths, Peoples, Places

Cross-listings: COMP 328 AMST 318 ENVI 318 LATS 318 REL 318

Secondary Cross-listing

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 328 (D1) AMST 318 (D2) ENVI 318 (D2) LATS 318 (D2) REL 318 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

REL 319 (S) Milton

Cross-listings: ENGL 315 REL 319

Secondary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets--dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents--the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read Paradise Lost, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school--about God and Adam and Eve and the serpent--really have been writing about rebellion all along?

Requirements/Evaluation: one 6- to 8-page paper, one 10- to 12-page paper, regular informal writing, and active seminar participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: seniors, English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 315 (D1) REL 319 (D2)

Attributes: ENGL pre-1700 Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian Thorne

REL 321 (F) Happy Holidays! A Comparative History of Commemorations and Festivals

Cross-listings: HIST 411 REL 321 ARAB 411

Secondary Cross-listing

What do our holidays tell us about ourselves and our societies? This seminar in religious, political and cultural history is in two parts. In the first half, we will explore the major holidays and festivals that emerged in the Middle East among the three monotheistic religions (Judaism, Christianity, and Islam). It will examine how certain events became ritualized and then spread to different parts of the globe and were adapted to specific cultural situations. We will consider the role of myth and commemoration and how various religious holidays are celebrated in different ways around the world. The second part of the seminar focuses on secular holidays with particular attention to the Modern Middle East. Which events are commemorated and how and what are the political implications of these celebrations?

Requirements/Evaluation: several short response papers and a 20- to 25-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors, especially History and Arabic Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 411 (D2) REL 321 (D2) ARAB 411 (D2)

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

REL 326 (S) Queer Temporalities

Cross-listings: REL 326 LATS 426 COMP 326 WGSS 326

Primary Cross-listing

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: Class attendance, analytical essays, responses, and revised essays. Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one

from the first half of the semester, one from the second half due at the end of the semester.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 326 (D2) LATS 426 (D2) COMP 326 (D1) WGSS 326 (D2)

Attributes: AMST Space and Place Electives LATS Core Electives

Not offered current academic year

REL 330 (S) Modern Jewish Political Theory

Cross-listings: PSCI 375 JWST 492 REL 330

Primary Cross-listing

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)

Attributes: JWST Capstone Course JWST Core Electives

Not offered current academic year

REL 332 (F) Islam and Feminism

Cross-listings: REL 332 ARAB 332 WGSS 334

Primary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to

understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 332 (D2) ARAB 332 (D2) WGSS 334 (D2)

Not offered current academic year

REL 334 (S) Imagining Joseph

Cross-listings: COMP 334 REL 334 ANTH 334 JWST 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: based on responses to a questionnaire

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 334 (D1) REL 334 (D2) ANTH 334 (D2) JWST 334 (D2)

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Peter Just

REL 335 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 JWST 434

Secondary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as

the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 434 (D2) REL 335 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alexandra Garbarini

REL 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: STS 338 HSCI 338 REL 338 SOC 338

Secondary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 338 (D2) HSCI 338 (D2) REL 338 (D2) SOC 338 (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Grant Shoffstall

REL 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Primary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

REL 348 (S) Religion and Reason

In his most famous and provocative book, *The End of Faith*, the "New Atheist" author Sam Harris very forcefully brings our attention to the dangerous clash between faith and reason, lamenting humanity's willingness to suspend reason in favor of religious beliefs. This represents a pervasive trend of thought in the modern world that sees religion as being diametrically opposed to reason and rationality. This course is an in-depth investigation of this notion through the lenses of philosophy, theology, anthropology, and history, asking questions such as: What is reason, and what counts as a rational belief? Are there other grounds that might make one justified in holding a belief? What is the nature of religious belief or faith? Is religious belief uniquely irrational? What gave rise to this discourse on religion? We will be reading primary and secondary materials representing a variety academic disciplines, intellectual traditions, and geographic contexts.

Requirements/Evaluation: regular reading responses, 6- to 8-page midterm essay, final 10- to 12-page essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 350 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Cross-listings: COMP 349 SOC 350 REL 350

Primary Cross-listing

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"--the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 349 (D2) SOC 350 (D2) REL 350 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

REL 352 (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA

Cross-listings: REL 352 WGSS 352 AFR 352

Secondary Cross-listing

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions--such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred--as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages) and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 352 (D2) WGSS 352 (D2) AFR 352 (D2)

Not offered current academic year

REL 354 (S) Friedrich Nietzsche: Philosophizing with a Hammer

Cross-listings: REL 354 COMP 351

Primary Cross-listing

In one of his last major writings, *Twilight of the Idols (Götzen-Dämmerung, 1889)*, Friedrich Nietzsche described his project as an attempt to sound out various established philosophical truths or intellectual "idols," saying, "they will be touched here with a hammer as with a tuning fork, these are the oldest, most convinced, puffed-up, and fat-headed idols you will ever find...And also the most hollow." To be sure, Nietzsche directed his often combative prose against everything from traditional religion to philosophy itself. Nietzsche is one of the most frequently cited and most frequently misunderstood philosophers of our current era. By reading Nietzsche's writings in context, this course will attempt to liberate Nietzsche from his later reputation. We will think with and sometimes against Nietzsche, focusing on his notions of religion, mythology, power, morality, and enlightenment, and we will pay special attention to his reflections on the limits of reason/knowledge. Along the way, students will get a new sense of Nietzsche's most famous theoretical formulations including "the death of God," the *Übermensch*, and the split between Dionysian/Apollonian modes of thought.

Requirements/Evaluation: class participation, weekly responses, 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: in-depth seminar on a difficult philosopher who we'll be reading closely

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 354 (D2) COMP 351 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

REL 358 (S) Religion and Law (DPE)

Cross-listings: GBST 358 REL 358

Primary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 358 (D2) REL 358 (D2)

Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Not offered current academic year

REL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

REL 378 (S) American Conservatism

Cross-listings: REL 378 HIST 378

Secondary Cross-listing

This course will explore the history of modern conservatism in the United States, from the early 20th century to today. Employing a chronological approach, it will examine the key intellectuals, politicians, and social movements that have fueled the rise and ascendance of the modern right. Going beyond formal politics, students will explore the influence of conservatism on American life more broadly--especially in the realms of race relations, gender and sexuality, religion, global capitalism, and international relations. Students will be asked to think historically, considering how the right rose from obscurity to political ascendance over the course of the 20th century. And they will be asked to engage theoretically, considering what (if

anything) has defined conservatism in principle and in practice. In the process, they will learn to think critically in the broadest sense: situating texts within their context, engaging with diverse perspectives, and gaining an appreciation for the complexity of human experience. The course will cover such topics as Cold War nationalism; the GOP's 'Southern Strategy;' law and order politics; anti-feminism and the culture wars; neoliberal economics; neoconservative foreign policy; and late-20th century battles over such divisive issues as affirmative action, abortion, and taxation.

Requirements/Evaluation: participation in group discussion; six informal response papers (300-400 words); two unit essays (4-6 pages); final paper (8-10 pages)

Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: History and Religion majors, and students with a demonstrated interest in either field

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 378 (D2) HIST 378 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Casey D. Bohlen

REL 388 (S) Gandhi: Nationalism, Philosophy, and Legacy

Cross-listings: GBST 488 HIST 488 REL 388 ASST 488

Secondary Cross-listing

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: five to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 488 (D2) HIST 488 (D2) REL 388 (D2) ASST 488 (D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not offered current academic year

REL 397 (F) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Jacqueline Hidalgo

REL 398 (S) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Jacqueline Hidalgo

REL 401 (F) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Requirements/Evaluation: class reports, papers, and substantial research projects

Prerequisites: senior Religion major or permission of instructor

Enrollment Limit: 15

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Jeffrey I. Israel

REL 422 (S) Art, Architecture, and Poetry: Islamic Devotional Culture in South Asia

Cross-listings: REL 422 COMP 422 ARTH 422

Secondary Cross-listing

How have scholars interpreted and classified terms such as "Islamic art" and "Muslim culture," and how have these classifications affected the interpretation of the arts in South Asia? There are different points of view regarding what constitutes as "Islamic" art and culture. Is an imperial wine cup with "God is Great" inscribed on it an "Islamic" object? How is an erotic epic narrating the romance of a Hindu prince understood as embodying the principles of Muslim devotion? This interdisciplinary seminar, focusing on South Asian Muslim devotional culture as articulated through the material culture, the arts of the book, architecture, and poetry, will navigate these questions from two perspectives. The first is to understand how Muslim devotional cultural expression in South Asia circumscribes and interprets itself. The second viewpoint is that of scholarship and the various interpretive voices that have framed the field over the last century.

Requirements/Evaluation: class participation, 2-page response papers on class readings, leading class discussion, final 15-20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Art Majors, and then to students of any major interested in art and culture of Islam

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 422 (D2) COMP 422 (D1) ARTH 422 (D1)

Not offered current academic year

REL 493 (F) Senior Thesis: Religion

Religion senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Jacqueline Hidalgo

REL 494 (S) Senior Thesis: Religion

Religion senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Jacqueline Hidalgo

REL 497 (F) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Jacqueline Hidalgo

REL 498 (S) Independent Study: Religion

Religion independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Jacqueline Hidalgo

Winter Study -----

REL 14 (W) Yogic Meditation: A Dynamic Synergy of Experience and Understanding

Would you like to learn to meditate with ease? Are you interested in texts and explanations that support a meditation practice? This course is an experiential immersion into a deep practice of meditation that works with the nature of the body and the mind. It is also an exploration and familiarization with key ideas and understandings about how meditation actually works. No particular faith or beliefs are necessary for this practice. This course is not about becoming part of any group, but rather establishing yourself in deep meditation practice that supports your life. At the

beginning of the course, you receive personal instruction and learn your meditation practice. Having learned an effective practice you are not required to forcefully concentrate or wrestle with your mind. Instead the practice unfolds naturally. Understanding how this might work involves study. To anchor key understandings of yogic meditation in a larger context, we study important texts from the non-dual Shaiva Tantras. Moreover we delve into some of the roots of this particular meditation practice in the earlier Classical Yoga. In addition to written texts, you will work with audio recordings and study guides that explore both the theory and the practice of Neelakantha Meditation. This particular practice, Neelakantha Meditation as taught in Blue Throat Yoga (<https://www.bluethroatyoga.com/>), is specifically intended for those of us active in the world. So it is oriented to provide rest, restore well being, and also to up level our capacities for skillful, wise and compassionate activity in the world. This class meets four three hours a week for 1.5 hours to meditate and discuss the foundational concepts. We also learn additional practices that support meditation including chanting, breathing and light yoga asana. On your own you meditate twice a day, read and contemplate texts, listen to audio recordings, and journal. Each week you submit a 3-4 pg. journal reflecting on your practice and study. Individual Personal Instruction in Neelakantha Meditation at taught in Blue Throat Yoga is required, and may take place outside normal class hours January 6-8. Adjunct Instructor Bio: Tasha Judson is director and teacher at Tasha Yoga in Williamstown. She has been teaching yoga asana for over 25 years. In 2016, she became an Authorized Teacher of Neelakantha Meditation as taught in Blue Throat Yoga after eight years of intensive study and practice. She has traveled to India multiple times to related sacred places and communities.

Requirements/Evaluation: three papers of 3-4 pages each

Prerequisites: interest in learning a natural and easeful meditation practice; receiving formal personal meditation instruction is required, and may be scheduled outside posted class times within the first three days of the course

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest and seniority

Grading: pass/fail only

Materials/Lab Fee: \$300

Winter 2020

LEC Section: 01 MTWR 1:00 pm - 2:50 pm Natasha Judson

REL 18 (W) Rare and Wondrous Bibles of the Chapin Library

What does a Bible from 1462 feel like? Smell like? In this course, students will touch, smell, and examine early and rare Bibles from the world-class collection of Bibles housed in Williams's own Chapin Library. Highlights of the collection include multiple significant 15th and 16th century Bibles, as well as a 1611 King James Bible. Through class readings and discussions, as well as a small project, students will learn about the history of the book, the history of the Bible as a book, and the specific histories of one or more rare Chapin Bibles of their choosing. The major project for the course will be for students to experiment with and curate an Instagram account together as an online "exhibit" of the rare and wondrous Bibles of the Chapin Library.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference will be given to Religion majors, followed by History majors, and then by seniority

Grading: pass/fail only

Materials/Lab Fee: approximately \$80 for books

Winter 2020

LEC Section: 01 TR 1:00 pm - 3:50 pm Phillip J. Webster

REL 19 (W) Charmed: Amulets and Talismans to Protect, Heal, Curse, and Influence Others

For much of human history, if you wanted healing from illness, to get someone to like you, or to make your enemies fail, and you lacked money or political influence, you would turn to an amulet maker. But what were these amulets, how did they function, and how were they made? In this course, we will explore the role of amulets in popular religious cultures around the world, and we'll even take a crack at making our own. This course is recommended for students interested in religion or who want to learn how to get someone to fall in love with them. ;-) Rabbi Seth Wax is the Jewish Chaplain at Williams.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: lottery

Grading: pass/fail only

Materials/Lab Fee: \$60

Winter 2020

LEC Section: 01 TR 1:00 pm - 3:50 pm Seth M. Wax

REL 30 (W) Senior Project: Religion

An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jacqueline Hidalgo

REL 31 (W) Senior Thesis: Religion

Religion senior thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jacqueline Hidalgo

REL 99 (W) Independent Study: Religion

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jacqueline Hidalgo

ROMANCE LANGUAGES (Div I)

FRENCH

Chair: Professor Jennifer French

- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production
- Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures
- Carl B. Cornell, Visiting Assistant Professor of French
- Soledad Fox, V-Nee Yeh '81 Professor of Spanish and Comparative Literature; on leave 2019-2020
- Jennifer L. French, Chair of Romance Languages and Professor of Spanish
- Carlos Macias Prieto, Assistant Professor
- Brian Martin, Professor of French & Comparative Literature; on leave Spring 2020
- Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish
- Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
- Katarzyna M. Pieprzak, Associate Dean of the Faculty, Professor of Francophone Literature, French Language, and Comparative Literature; affiliated with: Romance Languages Department
- Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave Fall 2019
- Cécile Tresfels, Assistant Professor of French

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- at least five RLFR courses in French language, literature, film, or culture;
- the RLFR senior seminar during the student's final year at the College;

Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon

ARTH 254 Manet to Matisse

HIST 390 Haitian and French Revolutions

RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

STUDY ABROAD

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams.

Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program (french.williams.edu) and Study Away (study-away.williams.edu/programs). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

RLFR 101 (F) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Class Format: class meets five hours a week

Requirements/Evaluation: active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

Prerequisites: none; for students who have never formally studied French; students who have previously studied French must take the French Placement Test during First Days

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (RLFR 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 9:00 am - 9:50 am Brian Martin

RLFR 102 (S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

Class Format: the class meets five hours a week

Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

Prerequisites: none; for students who have taken less than two years of high school French

Enrollment Limit: 20

Enrollment Preferences: first- and second-year students and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 M-F 9:00 am - 9:50 am Theresa Brock

RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

Class Format: class meets five days per week

Requirements/Evaluation: active participation, workbook homework, chapter tests, short papers, midterm exam, and final exam

Prerequisites: RLFR 101-102, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 10:00 am - 10:50 am Cécile Tresfels

LEC Section: 02 M-F 9:00 am - 9:50 am Theresa Brock

RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

Class Format: class meets twice a week with the professor (for 75 minutes each), plus a required 30-minute conversation session with the French TA, at a time to be mutually determined by the students and TA

Requirements/Evaluation: active participation, workbook homework, chapter tests, short papers, midterm exam, and final exam

Prerequisites: RLFR 103, or by placement test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: after successfully completing RLFR 104, students may register for RLFR 201

Distributions: (D1)

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Cécile Tresfels

SEM Section: 02 TR 9:55 am - 11:10 am Carl B. Cornell

RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture

In this course, we will concentrate on polishing your oral and written expression and on expanding your vocabulary, while focusing on the analysis and discussion of French and Francophone cultures and the concepts that define them. In addition to helping you improve your speaking, listening comprehension, reading, and writing, as well as reviewing advanced grammar, we will explore key myths and practices linked to municipal, regional, and national identities in France and the Francophone world, and seek to understand the history of contemporary debates surrounding these identities. Topics of discussion will include: Which cultural practices represent what it means to be French? How do certain regions and cities derive a sense of identity distinct from that of the nation? How do overseas departments and territories inflect Frenchness by means of their own histories and geographies? Short literary, theoretical, and historical texts, along with films, music, photography, press articles, and websites, will inform our discussions. Class meets three times a week with the professor (for 50 minutes each), plus a required 30-minute conversation session with the French TA each week, at a time to be mutually determined by the students and TA.

Class Format: weekly conference with TA

Requirements/Evaluation: class participation, grammar exercises, short response papers, essays, presentations, final project

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 20-25

Enrollment Preferences: French majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 12:00 pm - 12:50 pm Carl B. Cornell

LEC Section: 02 MWF 9:00 am - 9:50 am Carl B. Cornell

RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1830 to 2010, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: active class participation, grammar exercises, two short papers, midterm, and final paper

Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery-especially in the context of immigration and coming of age-as they are represented in texts from France, Québec, and the Caribbean.

Requirements/Evaluation: class participation, grammar exercises, group discussion leading, two short papers, and final project

Prerequisites: exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 Cancelled

RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)

Cross-listings: WGSS 201 RLFR 202

Primary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 201 (D2) RLFR 202 (D1)

Not offered current academic year

RLFR 203 (F) Introduction to Francophone Literatures

Cross-listings: AFR 204 RLFR 203 COMP 282

Primary Cross-listing

What is the Francophone world comprised of? Who speaks French today and why? What does the idea of *Francophonie* really mean? Is this term really relevant? Why, how, and by whom is this idea being criticized? How does the *littérature-monde* manifesto fit within these interrogations? Is the French-speaking world merely a linguistic community or is it also a political, cultural, and economic project? Last but not least, why is the idea of *Francophonie* so important for France? We will answer these questions through the lens of literary and cinematic texts from Québec, Sénégal, Vietnam, France (*l'hexagone*), and Haiti among others.

Class Format: seminar

Requirements/Evaluation: presentation, journaling, final project, participation

Prerequisites: RLFR 105 and above, placement exam or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate, Africana and Comp. Lit

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 204 (D1) RLFR 203 (D1) COMP 282 (D1)

Attributes: GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

RLFR 205 (S) On Strike: Workers and Revolutions in the French Republic

The recent "yellow vests" (*gilets jaunes*) protests in France have attracted international attention to the experiences of French workers. Yet these protests are only the latest example in a series of workers' movements that have shaped French identity. From the revolutions of 1830 and 1848, to the Popular Front of the 1930s, to the general strike that fueled the events of May 1968, workers have played a significant role in determining France's sociocultural values and political orientation. In this course, we will study representations of workers in literary and filmic texts dating from the late nineteenth century to the present. We will consider how depictions of the worker have evolved amid changing sociocultural conditions in France: for instance, the arrival of immigrants from such countries as Spain, Italy, and Portugal, and later from the Maghreb; the entry of women into the workforce; the disappearance of the rural farm worker, or *paysan*; the creation of a nuclear power grid; and deindustrialization. Finally, we will examine how the memory of workers is preserved in twenty-first-century France. *Conducted in French.*

Requirements/Evaluation: class participation, reaction papers, group discussion leading, and a final project

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Carl B. Cornell

RLFR 206 (F) The Outsider in French & Francophone Film Adaptations of Literary Texts (DPE)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge, or reveal hegemonic discourse? In what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts)? Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Requirements/Evaluation: three response papers, one short essay on film adaptation, one video essay with a student partner

Prerequisites: students should have taken RLFR 105 or above, or placement test, or by permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Comparative Literature majors, Africana Studies concentrators, French majors and certificates

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it focuses via the figure of the outsider on power dynamics (based on sexual identity race, class, gender) between cultural producers, in literary texts and their film adaptations.

Attributes: FMST Core Courses

Not offered current academic year

RLFR 208 (F) Queens, Crusaders and Cannibals: Gender, Race and Religion in Medieval and Renaissance France

The intersection of gender, race, and religion is at the heart of contemporary political and social debates. How to build a nation and how to live together were also key questions for Medieval and Renaissance writers. In this introductory course in Early Modern Literature, we will study how literary works from the 11th to the 16th centuries represented conflicting debates on gender, race, and religion, from the Crusades opposing Christians and Muslims, to the Wars of Religion opposing Catholics and Protestants. We will explore how these concepts were intertwined in courtly love poems and chivalric novels in Europe, and how they were redefined in humanist writings and travel narratives to the Americas. Through an investigation of epic poems, allegories, tales, sonnets, novels, travel narratives, and essays by Marie de France, Christine de Pisan, Pierre de Ronsard, Louise Labé, François Rabelais, Michel de Montaigne and Marguerite de Valois, students will compare cultural, political, and ideological debates in Early Modern France with 21st-century questions on racism, sexism and discrimination.

Requirements/Evaluation: active participation, weekly written responses, midterm exam, and final project

Prerequisites: exceptional performance in RLFR 105, strong performance in RLFR 106, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Cécile Tresfels

RLFR 210 (F) Scientific Selves: Medicine, Technology, and Identity in Early Modern France

Cross-listings: RLFR 210 STS 211

Primary Cross-listing

The early modern period has long been associated with scientific discovery and shifting ideology in France. From Copernicus on, thinkers such as René Descartes, Blaise Pascal, and Antoine Lavoisier helped advance the Scientific Revolution, which led to medical and technological breakthroughs, as well as important advances in our understanding of the world and our solar system. This course examines the role that France played in pursuing such discoveries, as well as the ways newfound knowledge impacted notions of belonging and alterity. How did the Scientific Revolution and French colonization lead to the creation of social, cultural, and medical "others"? How did scientific discourse permeate verbal and visual expression and depict those who did not fit into normative paradigms of gender, sexuality, ability, ethnicity, belief, and culture? What avenues for self-expression and definition were available to those whom society excluded? What parallels can we see with twenty-first-century questions of

political activism, social justice, sciences, and technology? To explore these questions, we will analyze literary texts, visual representations, and historical documents, such as medical treatises, scientific diagrams, and texts on new technologies. *Conducted in French.*

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 210 (D1) STS 211 (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Theresa Brock

RLFR 212 (S) Scandalous News: Media and Transgression in Pre-Revolutionary France

Today's twenty-four-hour news cycle bombards us with scandalous stories. On our smartphones, tablets, and screens, personal transgressions and their political consequences loom large. In this constant state of media immersion, scandal and its communication have come to define our time. Yet centuries ago in Pre-Revolutionary France, scandalous news played an even more crucial role, in a society centered on obedience to monarchy and monolithic institutions. In this course, we will consider how institutionalized codes of gender, social class, and religion shaped individual identity, how those who broke from these codes created individual autonomy, and how the scandals they caused were communicated to others. To pursue these questions, we will analyze literature, journalism, and legal texts that document scandalous figures and compare these early modern scandals with those of the twenty-first century.

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Theresa Brock

RLFR 215 (F) The French Adventure: Word, Sound, and Image in the Digital Age

The French Adventure examines celebrated French literary texts (from the Middle Ages to Modernity) that draw on the theme of adventure, putting them into dialogue with their graphic novel and filmic adaptations (from the twentieth and twenty-first centuries). This course seeks to explore the phenomena of word (written or spoken), image (still or moving), and sound, as well as their interactions in today's environment of multimedia and digital immersion. Why have we seen an explosion of graphic novels and films depicting French literary classics in recent decades? How can these visual and audiovisual renderings enhance our appreciation for and understanding of written texts, and what aspects of the written word remain untranslatable to the world of the image? To address these questions, we will study a series of literary texts that depict historical moments from the late Middle Ages, to Absolute Monarchy, to the Belle Époque. From our visual vantage point of the twenty-first century, we will gain familiarity with the defining figures and events that these texts represent, from the fifteenth to the twentieth centuries. At the same time, we will interrogate the French-language graphic novel adaptations of each text, as well as portions of American-made filmic representations to consider questions of *patrimoine*, visual culture, and (trans)national identity. *Conducted in French.*

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, discussion leading, and final paper

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the

instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 220 (S) Fairy Tales: Love and Politics at the Sun King's Court

This course explores the literary and historical development of love and politics in 17th-century France. These two motifs dominated courtly life at Versailles during the reign of Louis XIV, the Sun King. Since cultural and artistic creations tend to dialogue with social circumstances, the literature of this time period--which critics have sometimes called the "Grand Siècle"---develops different schools of thought on the interactions between politics and love. Some authors approached these interactions from an idealistic or innocent perspective, while others had a more pessimistic or realistic outlook. Together, we will examine why and how each trajectory formed while also investigating the roles of literary genre and authorial gender. As part of our explorations, students will compose their own, original fairy tales and will also adapt a written tale into an in-class theatrical performance. *Conducted in French.*

Requirements/Evaluation: active class participation, quizzes, a midterm paper, an original fairy tale, an in-class performance of the fairy tale in groups

Prerequisites: successful performance in RLFR 105, RLFR 106, or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)

Cross-listings: WGSS 224 RLFR 224

Primary Cross-listing

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aureville, Gide, Proust, Colette, Duras, and Guibert.

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission; if the course is overenrolled, students will submit an online form

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 224 (D1) RLFR 224 (D1)

Writing Skills Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Not offered current academic year

RLFR 225 (F) Remembering the Great War: The First World War in Literature and Film (DPE)

Cross-listings: COMP 224 RLFR 225

Secondary Cross-listing

From 1914 to 1918, the First World War ravaged Europe and slaughtered millions of soldiers and civilians from across the globe. Known as the "war to end (all) war(s)," World War I set the stage for an entire century of military conflict and carnage. New technologies led to unprecedented violence in the trenches, killing and wounding as many as 41 million soldiers and civilians. Beyond the slaughter at the front, the Great War also led to the global influenza pandemic that claimed up to 50 million lives, and the Armenian genocide that presaged the later atrocities of the Holocaust. The war also led to massive political transformation, from the Irish Rebellion and Russian Revolution, to the collapse of the German, Russian, Austro-Hungarian, and Ottoman Empires, and the redrawing of national borders across Europe and the Middle East. Even the end of the war with Treaty of Versailles lay the groundwork for new animosities that would lead to the Second World War just two decades later. However, the First World War also inspired great social change, from the emergence of the United States as a global leader and the founding of the League of Nations, to growing discontent with colonial rule in Asia and Africa, and greater power for women whose wartime labor influenced the post-war passage of their right to vote in countries across Europe and North America. To honor the centenary of the Great War in 2018, we will examine texts and films that bear witness to the suffering and courage of soldiers and civilians, and consider the legacy of the war in the twentieth- and twenty-first centuries. Readings to include memoirs and novels by Barbusse, Barker, Brittain, Cocteau, Graves, Hemingway, Jünger, Remarque, Wharton, Woolf; poetry by Apollinaire, Brooke, Mackintosh, McCrae, Owen, Sassoon; films by Attenborough, Boyd, Carion, Chaplin, Jeunet, Ozon, Renoir, Trumbo, Walsh, Weir; and archival materials on the roles of Williams students and faculty during the First World War. *Readings and Discussions in English.*

Requirements/Evaluation: active class participation, two shorter papers (4-5 pages), a midterm, and a longer final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: all are welcome, but if the course is overenrolled, preference will be given to Comparative Literature majors and French majors and certificate students; if the course is over-enrolled, students will submit a form online

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 224 (D1) RLFR 225 (D1)

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity during WWI. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequalities among soldiers & civilians, nations & colonies, men & women. The course also employs critical tools to teach students how to articulate and interrogate the social injustices of the Great War, from reading & discussion, to analytical essays & archival investigation.

Not offered current academic year

RLFR 226 (S) Black France/France Noire (DPE)

Cross-listings: AFR 226 RLFR 226

Primary Cross-listing

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French and Africana Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 226 (D2) RLFR 226 (D1)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sophie F. Saint-Just

RLFR 228 (S) Introduction to French and Francophone Film

Cross-listings: COMP 298 RLFR 228

Primary Cross-listing

In this course, we watch and examine seminal French and Francophone films. Starting with early French cinema and silent movies of the end of the nineteenth century, we continue with landmark films from the 1920s, '30s and '40s. World War II serves as a point of rupture to explore how the advent of Francophone film parallels postcolonial theory. Throughout the semester, we discuss film as spectacle, the emergence of narrative forms, innovative technical practice and their connection to aesthetics. We also look at the role of film in addressing larger questions that include acts of rebellion, decolonization, the radical rejection of societal values, colonialism, dislocation, alienation, French collaboration during the German occupation, and the intersection of history and biography, as well as migration, in between-ness, and transnationalism. Films from the Lumière brothers, Méliès, Guy-Blaché, Vigo, Truffaut, Sembene, Mambety, Malle, Varda, Paczy, Peck, and Sissako. *Conducted in French.*

Requirements/Evaluation: response papers, midterm paper, TV show, colloquium

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 298 (D1) RLFR 228 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 240 (S) The *Banlieue* in Literature, Music, and Film

Cross-listings: AFR 241 COMP 281 RLFR 240

Primary Cross-listing

In this course we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar

Requirements/Evaluation: journaling, presentation, in-class discussion, and final project

Prerequisites: RLFR 105 and above

Enrollment Limit: 20

Enrollment Preferences: French majors, certificate, Africana and Comparative literature students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 241 (D1) COMP 281 (D1) RLFR 240 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 260 (F) Reading Comics from the French-Speaking World

Cross-listings: COMP 260 RLFR 260

Primary Cross-listing

From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read classics such as Astérix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. *Conducted in French.*

Requirements/Evaluation: weekly response papers, two short papers, presentation and final research project

Prerequisites: RLFR 201, 202, or 203, or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students, Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 260 (D1) RLFR 260 (D1)

Not offered current academic year

RLFR 261 (F) Haitian and French Caribbean Literatures and Films

Cross-listings: COMP 283 AFR 261 RLFR 261

Primary Cross-listing

Over the twentieth and twenty-first centuries, authors and filmmakers have questioned prevalent representations of the Creole and French-speaking Caribbean such as the idea of Haiti as the First Black republic and the poorest nation in the Western hemisphere and of Martinique and Guadeloupe as the "French" Caribbean. They have also interrogated their forebears by reclaiming modernity, reframing History, and telling "intimist" stories (Ferly). This course focuses on the diverging paths by Haitian and French Caribbean literatures (short stories, play, poem, novels) and film (short, feature and documentaries) as critical interventions that bring into focus gender, slavery, identity, exile, migration, imperialism, culture, and (non) sovereignty.

Class Format: seminar

Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation

Prerequisites: French majors, French certificate, Africana and Comparative Literature students

Enrollment Limit: 15

Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 283 (D1) AFR 261 (D1) RLFR 261 (D1)

Attributes: FMST Core Courses

Not offered current academic year

RLFR 302 (S) Monsters of the Renaissance

Where did monsters appear before comics and blockbusters? Before cinematic ghosts, vampires, and zombies, the French Renaissance popularized the Scythian Lamb, the Monk Fish, the Monopod, the Wind-Eaters from the Island of Ruach, and the mythic giants Gargantua and Pantagruel. The Latin word *monstrum* referred to a prodigy that did not fit the laws of nature. Thus, the monster not only generated wonder, curiosity, and fear, but both challenged and disrupted normative social values. In this course, students will analyze novels, travel narratives, medical treatises, essays, and epic poems from 16th-century France, when writers, doctors, and travelers developed a critical reflection on monstrosity in order to deal with otherness. This encompassed fantastic creatures, non-human beings, and natural phenomena, as well as people whose gender, race, religion, and bodies deviated from established norms. In this course, students will think critically about race, gender, and disability, and study the complexities of fear, disgust, wonder, and fascination. Readings to include classical texts by Homer and Ovid, medieval texts like the Legend of Saint George and the Dragon, and Renaissance texts by Francois Rabelais, Jean de Léry, Marguerite de Navarre, Ambroise Paré, Michel de Montaigne, and Agrippa d'Aubigné.

Requirements/Evaluation: active participation, weekly written responses, midterm exam and final project

Prerequisites: exceptional performance in RLFR 106, or an RLFR 200-level course, or by Placement Test, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and French certificate students, and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Cécile Tresfels

RLFR 305 (F) Where We Are & Where We Go: Spaces & Places of Contemporary France

How do people in France give meaning to the spaces they inhabit or move through? What does it mean to be from "here" or "there"? Through contemporary French literature and cultural analysis, we will explore these questions in the urban landscapes of major French cities, including Lyon, Marseilles, Nantes, and Angoulême. We will focus on literary representations of the home, the street, the park, the grocery store, and the train, and discuss the ways videos, press articles, photographs, and websites depict neighborhoods, festivals, and street theater. We will also examine a variety of theories that will help us conceptualize urban space and interpret these literary and cultural texts on city life in contemporary France. Readings to include texts by Annie Ernaux, Patrick Modiano, Leïla Sebbar, Didier van Cauwelaert, Yasmina Reza, Jean Rolin, Marie Darrieussecq, and Xavier Houssin. *Conducted in French.*

Requirements/Evaluation: class participation, several short essays (1-2 pages), midterm essay (5 pages), digital mapping project, and final oral presentation (based on midterm)

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors & certificate students; those with compelling justification for admission; seniors returning from study abroad

(Francophone countries) particularly welcome

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 309 (F) Contemporary Short Stories from North Africa

Cross-listings: AFR 307 RLFR 309

Primary Cross-listing

Short stories are the vibrant center of the literary landscape in North Africa today. Written in French, Arabic and sometimes Amazigh languages, short stories provide timely interventions in political and social discourse. In this course, we will read short stories that use humor and satire to address the effects of globalization on local communities, that experiment with language to portray war and revolution, and that seek to create a new space for the discussion of gender. We will also analyze films, sociological texts and Moroccan, Algerian and Tunisian online newspapers in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Fouad Laroui among others. *Conducted in French.*

Class Format: discussion

Requirements/Evaluation: active class participation, weekly response papers, two short papers, an oral presentation and a final paper

Prerequisites: RLFR 201, 202 or 203 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 307 (D1) RLFR 309 (D1)

Attributes: GBST African Studies Electives

Not offered current academic year

RLFR 310 (S) *Le Moyen Âge en images: Decoding the Middle Ages*

This seminar investigates questions of visual culture and textual analysis in the Middle Ages. Although different from today's multimedia and digital environment, the Middle Ages boasted its own form of visual culture that will enable us to draw meaningful connections between medieval literature and history and modern-day debates on gender and sexuality. To explore these connections, we will study literary texts from the 12th-16th centuries in modern French translation, making comparisons to *bandes dessinées* that seek to visualize each text from a twenty-first-century perspective. We will investigate the points of overlap and divergence between the original texts and accompanying comics to ask why and how today's artists are returning to the literature and culture of the Middle Ages, especially in a time of globalization and technological immersion. For example: How might our findings inform our outlook on international politics, as well as gender-based forms of activism, such as the #MeToo movement, among other forms of social and political engagement? *Conducted in French*

Requirements/Evaluation: active class participation, reading journal (with written reflections), quizzes, mid-semester project: une bande dessinée, and final paper

Prerequisites: successful performance in RLFR 106 or another RLFR 200-level course; or by placement test; or permission of the instructor

Enrollment Limit: 20

Enrollment Preferences: all are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLFR 316 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings: WGSS 315 RLFR 316

Primary Cross-listing

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 315 (D2) RLFR 316 (D1)

Attributes: GBST Urbanizing World Electives

Not offered current academic year

RLFR 318 (F) Twentieth-Century French Novel: From Adversity to Modernity

Cross-listings: COMP 318 RLFR 318

Primary Cross-listing

In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, Charef. *Conducted in French.*

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level course; or by placement test; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or other Francophone countries) are particularly welcome

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 318 (D1) RLFR 318 (D1)

Not offered current academic year

RLFR 412 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Cross-listings: WGSS 408 RLFR 412

Primary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408 (D1) RLFR 412 (D1)

Fall 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)

Cross-listings: RLFR 414 COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Michel Ocelot, Claude Pinoteau, Abdellatif Kéchiche, Laurent Cantet, and Raoul Peck.

Requirements/Evaluation: three, three-page response papers; thesis statement, methodology, and works cited list on one page; one script of a video essay

Prerequisites: 200-level RLFR courses

Enrollment Limit: 19

Enrollment Preferences: French and Comparative Literature majors and certificate students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 414 (D1) COMP 414 (D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Not offered current academic year

RLFR 493 (F) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Jennifer L. French

RLFR 494 (S) Senior Thesis: French

French senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Jennifer L. French

RLFR 497 (F) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Jennifer L. French

RLFR 498 (S) Independent Study: French

French independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Jennifer L. French

RLFR 511 (F) Intensive French Grammar and Translation

This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

Class Format: classes meet twice weekly and are conducted in English

Requirements/Evaluation: class participation, papers, a midterm, and a final examination

Prerequisites: a strong interest and need to learn French

Enrollment Preferences: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

Grading: pass/fail option only

Distributions: (D1)

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Pramila Kolekar

RLFR 512 (S) Readings in French Art History and Criticism

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

Class Format: seminar

Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination

Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

Grading: pass/fail option only

Distributions: (D1)

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Pramila Kolekar

Winter Study -----

RLFR 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Primary Cross-listing

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (a large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 15 weekly lab or studio hours outside of regular classes and sometimes during the weekend. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Phtaumnales in Beauvais, France and at the Biennale Internationale des Rencontres Photographiques de Guyane.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 MTW 10:00 am - 12:50 pm Daniel Goudrouffe

RLFR 30 (W) Honors Essay: French

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLFR 31 (W) Senior Thesis: French

To be taken by students registered for French 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLFR 88 (W) French Sustaining Program

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Lisa Schohn

RLFR 99 (W) Independent Study: French

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jennifer L. French

ROMANCE LANGUAGES (Div I)

ITALIAN

Chair: Professor Jennifer French

- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production
- Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures
- Carl B. Cornell, Visiting Assistant Professor of French
- Soledad Fox, V-Nee Yeh '81 Professor of Spanish and Comparative Literature; on leave 2019-2020
- Jennifer L. French, Chair of Romance Languages and Professor of Spanish
- Carlos Macias Prieto, Assistant Professor
- Brian Martin, Professor of French & Comparative Literature; on leave Spring 2020
- Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish
- Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
- Katarzyna M. Pieprzak, Associate Dean of the Faculty, Professor of Francophone Literature, French Language, and Comparative Literature; affiliated with: Romance Languages Department
- Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave Fall 2019
- Cécile Tresfels, Assistant Professor of French

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at cfllc.williams.edu/italian.

RLIT 101 (F) Elementary Italian

This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester you will be given training in grammar, pronunciation, aural-oral skills, reading and writing in Italian through the study of a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, to describe your family, your town, your friends and to discuss about your interests. You will also be able to talk in Italian about present and past events and to converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, to watch clips from mainstream Italian films, and to write short compositions. *Conducted entirely in Italian.*

Class Format: five hours a week with the professor

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: none; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Michele Monserrati

RLIT 102 (S) Elementary Italian

This course is designed for beginners who have already some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester you will continue to learn grammar, vocabulary, pronunciation, while improving your aural-oral skills, reading and writing in Italian. To achieve these goals, you will be presented with a wide range of communication patterns and real-life situations. At the end of the semester you will be able to use Italian to talk about yourself, your life, to describe your town and its history, your dreams and interests, and to express your opinion on complex topics. You will also be able to talk in Italian about present, past, and future events and to express doubts and hopes. You will be able to understand more complex conversations and clips from mainstream Italian films, and to write longer compositions. *Conducted entirely in Italian.*

Class Format: five hours a week with the professor

Requirements/Evaluation: participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian

Enrollment Limit: 20

Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Michele Monserrati

RLIT 105 (F) Pathway to Proficiency

The course taught in Italian aims primarily at fine-tuning the student's speaking, reading and writing ability, while providing an introduction to the formal study of Italian culture and society through the analysis of short literary texts, articles, films, and plays. Students will review and expand the grammar structures learned in the previous semesters with the goal of achieving a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll.

Requirements/Evaluation: oral presentations, midterm and final exams, tests, compositions, participation

Prerequisites: RLIT 101/102 or by permission of the instructor

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Michele Monserrati

Winter Study -----

RLIT 88 (W) Italian Sustaining Program

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Michele Monserrati

RLIT 99 (W) Independent Study: Italian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jennifer L. French

ROMANCE LANGUAGES (Div I)

SPANISH

Chair: Professor Jennifer French

- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production
- Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures
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- Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave Fall 2019
- Cécile Tresfels, Assistant Professor of French

THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so,

what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, *¡Bienvenida! ¡Bienvenido!* We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as "true beginners," those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

RLSP 101 (F) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: class meets five hours a week and students will complete workbook and lab exercises weekly

Requirements/Evaluation: participation, regular homework exercises, quizzes, a midterm, and a final exam

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLSP 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLSP 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 10:00 am - 10:50 am Leyla Rouhi

RLSP 102 (S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: the class meets five hours a week; students will complete workbook and lab exercises weekly

Requirements/Evaluation: daily preparation and participation, regular homework assignments, and frequent tests

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 M-F 10:00 am - 10:50 am Janneke van de Stadt

RLSP 103 (F) Intensive Intermediate Spanish

This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. *Conducted in Spanish.*

Class Format: class meets four hours a week; students in Professor French's conference section will meet with the TA in smaller groups at a time to be scheduled at the start of the semester

Requirements/Evaluation: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Jennifer L. French

CON Section: 02 TBA Jennifer L. French

LEC Section: 03 MWF 12:00 pm - 12:50 pm Gene H. Bell-Villada

CON Section: 04 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 104 (S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures.

Class Format: class meets four hours a week

Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam

Prerequisites: RLSP 103 or by Spanish placement exam

Enrollment Limit: 22

Expected Class Size: 22

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 8:00 am - 8:50 am Carolina Melgarejo-Torres

CON Section: 02 W 1:10 pm - 2:00 pm Carolina Melgarejo-Torres

LEC Section: 03 MWF 9:00 am - 9:50 am Carolina Melgarejo-Torres

CON Section: 04 W 2:10 pm - 3:00 pm Carolina Melgarejo-Torres

RLSP 105 (F) Advanced Grammar, Composition, Conversation

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

Class Format: students are required to participate in the TA sessions once a week in addition to three class sessions

Requirements/Evaluation: regular grammar and composition assignments, a mid-term, a final exam, occasional quizzes, oral reports; active participation and regular attendance required

Prerequisites: RLSP 104, or results of the Williams College Placement Test, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: first-year students, potential majors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi

CON Section: 02 TBA Leyla Rouhi

RLSP 107 (F) Advanced Grammar and Conversation

This course focuses on the development of Spanish linguistic accuracy and oral communication skills. To acquire oral fluency, students will have several opportunities to give presentations in class. They will further guide discussions around topics reviewed in the course. Finally, oral fluency will be developed through daily discussions and conversations with native speakers. Students will perform regular exercises to improve syntax skills, using authentic and meaningful texts. In addition, they will practice their writing by developing different discursive genres.

Requirements/Evaluation: homework, class participation, oral presentations, a midterm and final exam, and a series of communicative projects

Prerequisites: RLSP 104, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Carolina Melgarejo-Torres

RLSP 200 (S) Advanced Grammar and Composition through Literature

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

Class Format: discussion

Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor

Enrollment Limit: 19

Expected Class Size: 10-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 201 (F) The Spanish Labyrinth

Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country is a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War, and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio-political background and reference. *Conducted in Spanish.*

Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Spanish majors and certificate candidates

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.

Class Format: mixture of lecture, discussion, and writing workshop

Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive feedback from the professor with the goal of strategic revision.

Spring 2020

SEM Section: 01 MWF 9:00 am - 9:50 am Jennifer L. French

RLSP 203 (F) From Modernismo to El Boom de la Novela

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 205 (F) The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205 COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; Lispector, *The Hour of the Star* lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 205 (D1) COMP 205 (D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the ¿canon¿ of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Class Format: seminar

Requirements/Evaluation: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts.

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am Carolina Melgarejo-Torres

RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.* This course fulfills the pre-1800 requirement for the Spanish major

Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Leyla Rouhi

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Cross-listings: RLSP 214 ENVI 218

Primary Cross-listing

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the

U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Not offered current academic year

RLSP 220 (S) Women on the Verge

Cross-listings: WGSS 222 RLSP 220

Primary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 222 (D2) RLSP 220 (D1)

Not offered current academic year

RLSP 225 (F) Subalternity, Dictatorship, and the Dream of Emancipation: Paraguay, 1811-Present

Paraguay is at once the most "typical" of Latin American countries and the most enigmatic. With a predominantly Guarani-speaking population, enormous disparities of wealth and poverty, and a political tradition that favors authoritarian dictatorship, Paraguay is also celebrated, in certain circles, as the only Latin American nation that actually achieved economic and political independence when the other republics were fast becoming economic dependencies of Britain and the US in the 19th century. This course explores the subjects of subalternity, dictatorship, and the "dream of emancipation" in Paraguay's cultural production of the 19th, 20th, and 21st centuries. We will examine together the writings of the brilliant novelist Augusto Roa Bastos, especially *Son of Man* and *I the Supreme*; stories and poems by Teresa Lamas, Josefina Pla, and others; Paraguay's rich and vibrant tradition of visual art; and works of classic and contemporary film. *Conducted in Spanish.*

Class Format: seminar

Requirements/Evaluation: three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

RLSP 230 (F) Mexican Literature and Film

This course will offer a survey of the rich and varied cultural production of Mexico, from the colonial period to the present. Students will explore a variety of literary genres (novels and shorter works of prose fiction, poetry and essays) as well as film, journalism and other kinds of cultural production within a framework of historical contextualization and formal analysis. Conducted in Spanish.

Requirements/Evaluation: essays, oral presentations, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 251 (F) Somos Sur: US-Mexico-Central American Borderlines (WS)

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission of the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: COMP 286 WGSS 275 RLSP 274

Primary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product. .

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 286 (D1) WGSS 275 (D1) RLSP 274 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 280 (S) From Roma to Yalhalh: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Roxana A. Blancas Curiel

RLSP 303 (S) Cervantes' "Don Quijote"

A close study, in Spanish, of one of the most influential and early European novels. Don Quijote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quijote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

Class Format: discussion conducted in Spanish

Requirements/Evaluation: active participation, two short papers, and a final project in close consultation with the instructor

Prerequisites: any RLSP 200-level literature class taken at Williams, or permission of the instructor

Enrollment Limit: none

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course fulfills one of the requirements for the Spanish major

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Leyla Rouhi

RLSP 306 (S) Latino Writing: Literature by U.S. Hispanics

Cross-listings: COMP 302 RLSP 306

Primary Cross-listing

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Class Format: tutorial

Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)

Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor

Enrollment Limit: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 302 (D1) RLSP 306 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 308 (S) The Subject of Empire: Race, Gender and Power in the Colonial Era

This class studies Latin American literature of the colonial era (1492-1898) from the perspective of the constitution of the subject: the autobiographical 'yo' that is both the subject of discourse and the object of sovereign power. Our readings will include the most outstanding texts of the group collectively known as the Chronicles of the Conquest--the letters of Christopher Columbus and Hernán Cortés and Bernal Díaz del Castillo's *True History of the Conquest of New Spain*, among others--whose authors endeavor to establish their historical authority and legitimate their actions before the Spanish king. We will also read later works in which racially and sexually marginalized subjects struggle to contest the identities and the conditions imposed on them by a distant sovereign through far-reaching institutional networks: the *mestizo* historian known as El Inca Garcilaso de la Vega, the cross-dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz, and the slave Juan Francisco Manzano.

Requirements/Evaluation: one short (7-page) paper, one longer (15-20 page) paper, proposal, bibliography, discussion-leading

Prerequisites: one RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies Electives

Spring 2020

RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied.

Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Not offered current academic year

RLSP 322 (S) Islam in Spain

Cross-listings: RLSP 322 ARAB 322

Primary Cross-listing

The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works--primarily of literature, though we will supplement with other texts--in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration. *Conducted in Spanish*

Class Format: seminar

Requirements/Evaluation: two short papers, oral presentations, one final project

Prerequisites: any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 322 (D1) ARAB 322 (D1)

Not offered current academic year

RLSP 366 (S) The Exemplary Fiction of Miguel de Cervantes

Miguel de Cervantes (1547-1616) is considered by some to be the father of the modern novel, and known worldwide for authorship of *Don Quijote*.

This course will offer students the opportunity to read another body of work by Cervantes: his collection of short prose works collectively titled *Las novelas ejemplares*. Attention will be given to the structure and design of the tales, the socio-political and literary context that shaped them, and the often unsettling implications of Cervantes' approach to themes such as honor, social and moral presuppositions, marriage, adultery, and the place of representation in art and life.

Requirements/Evaluation: active and meaningful participation; three short assignments

Prerequisites: any RLSP 200 taken at Williams, results of the Williams College Placement Test, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

RLSP 401 (F) Climate Changes (Latin America): Aesthetics, Politics, Science

Cross-listings: RLSP 401 ENVI 301

Primary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

Requirements/Evaluation: rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

Prerequisites: one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: this is the senior seminar required for all Spanish majors

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 401 (D1) ENVI 301 (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Jennifer L. French

RLSP 402 (S) Senior Seminar Madrid: 1939-2004

In this course we will examine life in Madrid during two key periods: the Franco Dictatorship (1939-1975), and the first four decades of democracy (1975-2016). We will consider how representations of urban landscapes (churches, convents, prisons, museums, slums, bars and schools) have

shaped and reflected the lives of madrileñas and madrileños past and present. We will study works by 20th century and contemporary Spanish authors, filmmakers, photographers, and journalists, as well as period advertisements and examples of popular culture. How was Madrid's image as international capital of art, sun, soccer and bullfighting forged? What remnants of the past lurk behind this appealing façade? How do the Atocha train Station bombings of 2004 relate to unresolved political tensions from 1939?

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay

Prerequisites: any 300 level RLSP course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Spanish majors and certificate candidates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 403 (F) Senior Seminar: Early Modern Love and Marriage

We might think that love is a natural human feeling and marriage its happiest consequence, but in fact these two conditions are among the most carefully constructed phenomena in any society, highly dependent on time period and place. In this senior seminar we will focus on pre-modern Iberia to study the many manifestations and constructions of love (and marriage), several of which continue to influence definitions of both to this day. We will look at sacred, profane, family, and married love through treatises, medical writings, plays, short stories, poems. Our theoretical underpinnings will come from reflections on love from the time period under consideration as well as contemporary critiques of love and marriage. Primary sources will include early lyrical traditions, the poetry of King Alfonso X, the works of Santa Teresa, Lope de Vega, Calderón de la Barca, Cervantes, among others. Conducted in Spanish.

Requirements/Evaluation: regular presentations, two to three short papers, one research paper preceded by class presentation, active participation and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Spanish majors and Comparative Literature seniors with Spanish focus

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 493 (F) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Jennifer L. French

RLSP 494 (S) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Jennifer L. French

RLSP 497 (F) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Jennifer L. French

RLSP 498 (S) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Jennifer L. French

Winter Study -----

RLSP 25 (W) Somos Sur: Mexico-Central American Borderlines and Visual Culture

Cross-listings: RLSP 25 LATS 25

Primary Cross-listing

What are borderlines? How have they been created and how do they affect the lives of those who cross or are being crossed by these borders? Motivated by the attention that borders have drawn recently with the caravans of Central Americans traveling north, we propose a trip to Chiapas, Mexico to explore the realities of the communities, activists, and border entities. This trip will engage students with the visual response and the relationship with spaces created in these borderlands. The class will meet for an intensive week of class on-campus with readings and discussion followed by a 10 -12 travel to Chiapas with Borderlinks. The Borderlinks pedagogical model is based on "dynamic educational experiences that connect divided communities, raise awareness about the impact of border and immigration policies, and inspire action for social transformation." Their leaders accompany the delegation at all times. Mellon Post-doctoral Fellow at Williams 2018 - 2020.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: based on statement of interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$3,208

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 25 LATS 25

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Jane E. Canova, Roxana A. Blancas Curiel

RLSP 30 (W) Honors Essay: Spanish

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLSP 88 (W) Spanish Sustaining Program

Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Ricardo J. Rivera

RLSP 99 (W) Independent Study: Spanish

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jennifer L. French

RUSSIAN (Div I)

Chair: Professor Janneke van de Stadt

- Julie A. Cassidy, Willcox B. and Harriet M. Adsit Professor of Russian
- Helga Druxes, Paul H. Hunn '55 Professor in Social Studies; on leave Spring 2020
- Susanne Fuchs, Visiting Assistant Professor of German
- Vladimir Ivantsov, Visiting Assistant Professor of Russian
- Olia Kim, Assistant Professor of Russian
- Christophe A. Kone, Assistant Professor of German
- Gail M. Newman, Harold J. Henry Professor of German, Chair of Center for Foreign Languages, Literatures & Cultures
- Janneke van de Stadt, Chair of German and Russian and Professor of Russian

LANGUAGE STUDY

The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. Russian 101-W88-102 covers the basics of Russian grammar. Russian 151 through 252 offer additional instruction in grammar and vocabulary acquisition, and provide extensive practice in reading and conversation.

STUDY ABROAD

The department strongly encourages students who want fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 152 or the equivalent and junior standing are normally prerequisite for study abroad.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

No, generally not until after a student returns and can provide course material for review (e.g. completed work such as exams, portfolios, lab reports and the like).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

In Addition to course title and description, we always have a conversation with our students about the actual work they completed since sometimes syllabi are vague, or not followed with complete thoroughness.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes, four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No, the only candidate for this would be the Senior Seminar, and it has never been an issue.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature, culture, and politics in English for those students who have little or no knowledge of

Russian, but who wish to become acquainted with Russian literary, cultural, and social history.

THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

Required Courses

101

102

103 or 151

104 or 152

one additional course conducted in Russian

Elective Courses

at least one course on Russian cultural history

at least one course on Russian intellectual, political, or social history, or post-Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

Examples of appropriate courses in other departments are:

HIST 140 Fin-de Siècle Russia: Cultural Splendor, Imperial Decay

HIST 240 Muscovy and the Russian Empire

HIST 241 The Rise of the Soviet Union

HIST 438 Religion and Secularism in Modern Europe and Russia

Students selecting the major must typically complete Russian 104 or 152 (or the equivalent) by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

RUSS 101 (F) Elementary Russian I

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills--listening comprehension, speaking, reading, writing, and culture--through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.

Class Format: class meets five times a week

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students expressing an interest in the Russian major or certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Janneke van de Stadt

RUSS 102 (S) Elementary Russian II

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills-listening comprehension, speaking, reading, writing, and culture-through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.

Class Format: class meets five times a week

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students expressing an interest in the Russian major or certificate

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken

Distributions: (D1)

Spring 2020

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Julie A. Cassidy

RUSS 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: HIST 140 RUSS 140

Secondary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 140 (D2) RUSS 140 (D1)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

TUT Section: T1 TBA Yana Skorobogatov

RUSS 151 (F) Continuing Russian I

This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Class Format: class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: completion of at least one year of college-level Russian (RUSS 101-102) or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Janneke van de Stadt

RUSS 152 (S) Continuing Russian II

This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 151 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 MWF 12:00 pm - 12:50 pm Vladimir Ivantsov

RUSS 203 (F) Nineteenth-Century Russian Literature: Rebels and Rebellion

Cross-listings: RUSS 203 COMP 203

Primary Cross-listing

"God save us from seeing a Russian revolt, senseless and merciless," famously proclaimed Alexander Pushkin. But is revolt always senseless? And if it's not, what is the meaning behind it? Throughout the nineteenth century, Russian literature gave different answers to these questions. In this course, students will familiarize themselves with the masterpieces of the Golden Age of Russian literature with a particular focus on rebellion understood in its broadest sense: philosophical, psychological, social, sexual, and aesthetic. We will examine the confrontation of the archetypal figure of Russian literature, the "superfluous man," with his milieu in Pushkin, Lermontov, Turgenev, and Goncharov. The social and psychological revolt of another key figure--the "little man"--will be addressed in the works of Pushkin and Gogol. We will then discuss woman's sexual rebellion in Nikolai Leskov and the forms of spiritual rebellion in Leo Tolstoy and Dostoevsky. Finally, we will examine the aesthetic revolution of Chekhov's plays, which challenged the principles of the old theater and marked the turn to new modernist drama. All readings are in English.

Requirements/Evaluation: participation, writing assignments, written exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 203 (D1) COMP 203 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Vladimir Ivantsov

RUSS 204 (S) Russia's Long Revolution: a Survey of Twentieth- and Twenty-First-Century Russian Culture

Cross-listings: COMP 204 RUSS 204

Primary Cross-listing

With the one-hundredth anniversary of Russia's October Revolution just behind us and the uncertain future of post-Soviet Russia unfolding before us, we can now take stock of the long century of revolutions in art, politics, and society that has brought Russia to Putin. This course takes a comprehensive look at twentieth- and twenty-first-century Russian culture, focusing on the literature, film, theater, and visual art that defined this transformative period in Russia's modern history. Students will explore the radical aesthetic and political ideas that motivated this change, especially the utopian visions of the Russian avant-garde and early-Soviet Marxists, as well as key works that examine the tragic consequences of the failures of these revolutionary experiments for those who, willing or not, became their active participants. As we move on to the late-Soviet years, we will consider the emergence of a new, "conceptualist" avant-garde, which attempted to dismantle Soviet ideology and the totalitarian logic they attributed to the historical avant-garde using postmodern aesthetics. We will conclude the course by surveying literature, film, and performance that capture the traumatic experience of Russia's transition to market capitalism in the 1990s and its slide into authoritarian "stability" under Putin. Readings include works by Babel, Bulgakov, Platonov, Pasternak, Nabokov, Solzhenitsyn, Prigov, Pelevin, Sorokin, and recent Nobel laureate Svetlana Alexievich. Films screenings include the cinema of avant-garde masters Eisenstein and Vertov. All readings are in English.

Class Format: discussion

Requirements/Evaluation: class participation, discussion leading, papers

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: declared or prospective Russian or Comparative Literature majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 204 (D1) RUSS 204 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

RUSS 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Primary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

RUSS 219 (F) Cults of Personality (WS)

Cross-listings: RUSS 219 COMP 215

Primary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of

seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany, Italy, and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 219 (D1) COMP 215 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2019

TUT Section: T1 TBA Julie A. Cassidy

RUSS 222 (S) Russian Literature and European Existentialism

Cross-listings: COMP 270 RUSS 222

Primary Cross-listing

Existentialism was a highly influential movement in twentieth-century European literature and thought. Nowadays the terms existentialism and existentialist are broadly used to describe the worldview and literary style of writers and thinkers as different as Fyodor Dostoevsky, Leonid Andreyev, Martin Heidegger, Franz Kafka, and Jean-Paul Sartre. Reflecting the shift to irrationalism in early twentieth-century philosophy and psychology, as well as the global cataclysms of the twentieth century, existentialism focuses on the problem of human alienation in the modern world, suggesting ways of overcoming it. In this course addressing the key concepts of existentialist philosophy (angst, borderline situation, the absurd, freedom), we will examine the origins of the existentialist worldview in nineteenth and early twentieth-century Russian literature (Dostoevsky, Chekhov, Leonid Andreyev); read and discuss existentialist texts by Kafka, Albert Camus, and Sartre; and look at the existentialist legacy in contemporary Russian and Western culture, including rock music. All readings are in English.

Requirements/Evaluation: participation, 3 writing assignments, oral presentation, final paper

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: students majoring or considering a major in Russian or Comparative Literature

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 270 (D1) RUSS 222 (D1)

Attributes: PHIL Related Courses

Not offered current academic year

RUSS 232 (S) Phantasmagoria, Madness, and the Absurd in Russian Literature and Film

Cross-listings: RUSS 232 COMP 271

Primary Cross-listing

In one of Nikolai Gogol's most famous stories, a man wakes up one day to find that his own nose has left his face and taken on a life of its own. This situation, which we might label bizarre or absurd, just as easily shows how reality often fails to meet our expectations and even suggests that the story's leading character might have gone mad. But what then is insanity? Likewise, one of Dostoevsky's socially marginal characters contemplates the fact that only sick people see ghosts, which, in his opinion, "only proves that ghosts cannot appear to anyone but sick people, not that they themselves do not exist." This course aims to analyze the rich tradition, typified by Gogol and Dostoevsky, of the absurd, the fantastic, and madness in Russian literature and film of the 19th-21st centuries. Addressing the aesthetic, historical, and political circumstances that nurtured this tradition in Russian literature and cinema, our course material will explore new dimensions of reality, point out the many paradoxes and absurdities of human existence, and question our perceptions, as well as the assumption that we are sane. Close analysis of literary and cinematic texts will lead us to a broader discussion of the relationship between reality and representation, as well as the notions of the absurd and madness. Authors/directors will include Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Anton Chekhov, Mikhail Bulgakov, Lyudmila Petrushevskaya, Andrey Tarkovsky, and Kira Muratova, among others. All readings will be in English, and all films will have English subtitles.

Requirements/Evaluation: class attendance and participation; two analytical papers (3-5 pages); leading class discussion; a creative assignment; an oral presentation; a final paper (6 pages)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 232 (D1) COMP 271 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Vladimir Ivantsov

RUSS 240 (S) The Soviet Experiment

Cross-listings: HIST 240 RUSS 240

Secondary Cross-listing

In 1917, the former Russian Empire became the site of the world's first socialist revolutionary government and the twentieth century's largest multiethnic state. Over the next quarter century, the Soviet Union witnessed the rise of one of history's most violent dictatorships, an apocalyptic war that claimed upwards of 26 million lives, and communist expansion into Eastern Europe and the decolonizing world. It also became the site of vibrant and optimistic utopian cultural projects, flights into space, bitter and hilarious political satire, and a society that was, for the most part, economically equal. Then in 1991, everything fell apart. This course will survey the origins, life, and collapse of the Soviet Union, paying particular attention to the ideas that shaped its development, the mark its architects' and leaders' policies left both at home and abroad, and the impact it had on the people who lived and didn't live to tell the tale.

Requirements/Evaluation: active class participation, two short essays (3-5 pages), one in-class midterm, and one take-home final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 240 (D2) RUSS 240 (D1)

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Yana Skorobogatov

RUSS 241 (F) Tsarist Russia: State and Society between Europe and Asia

Cross-listings: HIST 241 RUSS 241

Secondary Cross-listing

Russia. The name alone evokes wonder, fear, romance, and history itself. Over the past ten centuries, the land that we now call the Russian Federation has witnessed dramatic transformations that underwrote its transition from feudal backwater to global superpower. Its journey from tribalism to imperialism, feudalism to autocracy, agrarianism to industrialization, monarchism to parliamentarianism, Orthodoxy to revolutionary atheism left a mark not just on the collective Russian conscious, but on a world that has grown accustomed to viewing Russia as a test case for ideas, projects, and processes both fortuitous and tragic. How did Russia become the site of such a diverse array of political, social, economic, and cultural experiments? In what ways did they contribute to the formation and exercise of Russian political power? How did they contribute to the creation of a "Russian" identity, and to what effect for Russian citizens? This course will seek to answer these questions through a survey of Russian history from its founding in Kievan Rus' in the 9th century to the October Revolution of 1917.

Class Format: discussion

Requirements/Evaluation: class attendance and participation, 3 five page papers, ~50 pages of reading a week, one "in-class" midterm exam and one "in-class" final exam

Prerequisites: none, open to all students

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 241 (D2) RUSS 241 (D1)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Yana Skorobogatov

RUSS 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE)

Cross-listings: RUSS 248 GBST 247 SOC 248

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 248 (D1) GBST 247 (D2) SOC 248 (D2)

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Not offered current academic year

RUSS 251 (F) Continuing Russian I

The same course as RUSS 151 but for students at the advanced level. See RUSS 151/152 for full course description.

Class Format: class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 152 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TR 11:15 am - 12:15 pm W 1:15 pm - 2:15 pm Janneke van de Stadt

RUSS 252 (S) Continuing Russian II

The same course as RUSS 152 but for students at the advanced level. See RUSS 151/152 for full course description.

Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

Requirements/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam

Prerequisites: RUSS 251 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 4-6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Vladimir Ivantsov

RUSS 275 (S) Russian and Soviet Cinema

Cross-listings: COMP 287 RUSS 275

Primary Cross-listing

In this course, we will survey over a hundred years of Russian and Soviet film to explore how cinema has reflected and, at times, created the country's most important historical events and cultural myths. We will pay close attention to Russian filmmakers' varied reactions to Hollywood cinema, as well

as to the lively body of cinema theory that these reactions generated. Our survey will begin in the pre-Revolutionary era and include representative films from the time of the Bolshevik Revolution, Stalinism and World War II, the Thaw and Stagnation, Glasnost, and the Putin era. In addition to studying films by *auteur* filmmakers, such as Sergei Eisenstein, Andrei Tarkovsky, and Aleksandr Sokurov, we will watch movies made for the masses, which have helped to form Russians' understanding of their country and themselves. All readings will be in English and all films will be viewed with English subtitles

Requirements/Evaluation: completion of all viewing and reading assignments, active participation in class discussions, two short papers, and a final research project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 287 (D1) RUSS 275 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

RUSS 286 (F) Russian Politics and Foreign Policy under Vladimir Putin

Cross-listings: PSCI 286 RUSS 286

Secondary Cross-listing

In 1939, Winston Churchill has famously characterized Russia as a riddle wrapped in a mystery inside an enigma. In the 75 years that followed, Russian politics has continued to defy expectations and conventional explanations. The collapse of the Soviet Communist dictatorship in 1991 has caught most observers by surprise, and has led Russia on a path of political and economic liberalization of an unprecedented scope. But despite the initial optimism, these processes produced a political and economic system characterized by authoritarianism and crony capitalism. Why did Russia follow this particular trajectory? Why did Russia's political and economic transition fail to produce the intended results? What are the factors that gave rise to and sustained Vladimir Putin's system? Why did Putin's Russia adopt an aggressive posture toward its neighbors and the West? And as Russia once again faces extraordinary challenges--marked by the wars in Ukraine and Syria, the economic crisis and social tensions at home, and the looming issue of Vladimir Putin's succession in 2024--what lessons can we draw for the future? This course will explore the key perspectives on these issues. The first part of the course will provide a concise overview of Russia's historical background, the roots of the communist collapse, and the country's subsequent trajectory. The second part of the course will look into the rise of the Putin regime, its key pillars, and its contradictions. The third part of the course will survey the trajectory of Russia's foreign and security policy under Vladimir Putin. This segment will explore the defining events and processes that led to the decline in the relations between Russia and the West, ranging from the Iraq war and the colored revolutions in East Europe, to the annexation of Crimea and the Russian meddling in the US elections. It will also explore how the eroding domestic legitimacy of the Putin regime drives its aggressive behavior abroad.

Requirements/Evaluation: analytic paper (6-8 page), book review (8-10 page), final exam

Prerequisites: none

Enrollment Limit: 24

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 286 (D2) RUSS 286 (D1)

Attributes: PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Aleksandar Matovski

RUSS 305 (F) Dostoevsky: Navigating Through the Underground

Cross-listings: COMP 305 RUSS 305

Primary Cross-listing

In this course, students will acquaint themselves with Dostoevsky's oeuvre--from his early masterpieces to his artistic testament, *The Brothers Karamazov*. The key concept through which we will approach Dostoevsky's various writings will be the underground--a powerful metaphor of spiritual decay, angst, resentment, and rebellion against the whole of creation shared by many Dostoevsky characters, from the anonymous protagonist of *Notes from Underground*, to Raskolnikov (*Crime and Punishment*), to all the brothers Karamazov. Inheriting Dostoevsky's own existential doubts, his major characters strive to find an exit from their various "undergrounds," some with and some without success. What are the philosophical, psychological, and artistic foundations of the underground? How does one end up there in Dostoevsky's view? And what is the way out? These are just a few of the questions to be answered as we explore the primary genius of Russian literature. All readings are in English.

Requirements/Evaluation: attendance and participation in discussion, one 1-page writing assignment, two research papers, digital project, final project (paper)

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: RUSS and COMP majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 305 (D1) RUSS 305 (D1)

Not offered current academic year

RUSS 306 (S) Tolstoy and the Meaning of Life

Cross-listings: RUSS 306 COMP 306

Primary Cross-listing

This course examines the works of the great Russian writer Lev Tolstoy, whose stories and novels represent a life-long quest to uncover the meaning of life. Readings include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as several shorter works, such as *The Death of Ivan Ilych* and *Hadji Murad*. We will also examine Tolstoy's aesthetic and didactic writing so that we understand precisely how Tolstoy answers life's most troubling questions, as well as what role artistic representation plays in these answers. *All readings will be in English.*

Class Format: some lecturing

Requirements/Evaluation: timely completion of all reading assignments, active class participation, three short papers, and a final research project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 306 (D1) COMP 306 (D1)

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Julie A. Cassidy

RUSS 331 (S) The Brothers Karamazov

Cross-listings: ENGL 371 COMP 331 RUSS 331

Primary Cross-listing

Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of *The Brothers Karamazov*.

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: at least one 200-level literature class

Enrollment Limit: 10

Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 371 (D1) COMP 331 (D1) RUSS 331 (D1)

Attributes: JLST Interdepartmental Electives

Not offered current academic year

RUSS 337 (F) After Stalin: Soviet History from "Thaw" to Collapse

Cross-listings: RUSS 337 HIST 337

Secondary Cross-listing

When Joseph Stalin died in 1953, the crowd of people that gathered to view his embalmed body on Moscow's Red Square grew so large, it provoked a stampede that killed nearly 500 people. This moment embodies the uncertainty and challenges that ordinary citizens and state officials faced when they imagined what a post-Stalin future might bring to the Soviet Union. For all the suffering that his rule inflicted on the Soviet people, Stalin remained for many a reliable constant in a life dominated by revolution and war. Stalin's successors faced a classic dilemma: how to reform and breathe new life into a system without disturbing the foundation it needs to stand intact? Despite superpower status and some stunning achievements at home and abroad, the fault lines in Soviet society ran deep. This course will consider the experiences that grew out of the uncertainty that emerged after Stalin's death. We will examine how the "Soviet experiment" evolved - politically, legally, socially, culturally - once the last of the original Bolshevik revolutionaries left the Kremlin. What opportunities did the post-Stalin moment open up for political elites, members of the professional class, the intelligentsia, and citizens from Soviet republics and satellite states? What obstacles did they face, and how successful were they at overcoming them? In what ways did the spirit of the October and Stalinist Revolutions persist or erode from 1953 until 1991? Most importantly, how did the "children of the revolution" participate in, check out of, or contest the socialist system whose birth their parents witnessed first hand? After all, more generations experienced the Soviet Union without Stalin as their leader than generations who only knew a life with the "Vozhd" in power. Through secondary and primary source readings, we will attempt to recover the voices of those whose lives both shaped and were shaped by the nearly four decades after Joseph Stalin's death.

Requirements/Evaluation: active class participation, three short essays (2-3 pages), and one long essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 337 (D1) HIST 337 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Yana Skorobogatov

RUSS 341 (S) Collapse: The Fall and Afterlife of the Soviet Union

Cross-listings: RUSS 341 HIST 341

Secondary Cross-listing

On Christmas Day 1991, Mikhail Gorbachev ended two things: his tenure as President of the Soviet Union, and the Soviet Union itself. The following day, Boris Yeltsin entered office as the first president of the Russian Federation, and without delay, began to institute radical economic and social reforms. Under his watch, the country privatized national industry, cut the state budget, and courted foreign multinational businesses. The world most commonly used to describe Russia in the early 1990s is "disappear": money, jobs, food, and people. The very things that Soviet-style socialism had committed itself to providing for started to vanish as a result of invisible and market forces. This course will explore what emerged in the spaces left empty after Soviet-style socialism's demise in three parts. The first part of the semester will examine the origins of the Soviet Union's collapse and its breakup into fifteen successor states. The second part of the semester will survey the political, economic, and social processes that followed the collapse. Finally, the third part of the course will focus on Putin's ascendancy to the presidency and its consequences for Russian citizens at home and Russia's image abroad. By semester's end, students will have acquired the content and analytical literacy to place present-day Russia in its specific historical context and identify multiple sources of causation that may help explain Russia's transition from socialism to capitalism to Putinism during the past quarter century.

Requirements/Evaluation: active class participation, three short essays (3-5 pages), and one long essay (10-12 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History Majors

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 341 (D1) HIST 341 (D2)

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

RUSS 401 (F) Senior Seminar: The Myth of Lenin

Lenin lived, Lenin lives, Lenin will live Forever! So proclaimed the Soviet slogan, pointing out the mythological status of the Communist leader. This course, conducted in Russian, aims to demonstrate that the Lenin myth was so powerful that it survived the collapse of the state and ideology he created. We will explore the development of the myth and cult of Lenin by way of a variety of texts and media, from classical poems by Mayakovsky, to children's stories, folklore, conceptualist art, and Soviet and post-Soviet film.

Requirements/Evaluation: attendance and participation in class discussions, three written essays, oral presentation, final creative project

Prerequisites: RUSS 202, or equivalent, or permission of the instructor

Enrollment Limit: 8

Enrollment Preferences: Russian majors

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Vladimir Ivantsov

RUSS 493 (F) Senior Thesis: Russian

Russian senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Janneke van de Stadt

RUSS 494 (S) Senior Thesis: Russian

Russian senior thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Janneke van de Stadt

RUSS 497 (F) Independent Study: Russian

Russian independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Janneke van de Stadt

RUSS 498 (S) Independent Study: Russian

Russian independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Janneke van de Stadt

Winter Study -----

RUSS 16 (W) Russian Spies in DC: FX's *The Americans*

From the beginning of the Cold War to the present, the presence of Russian intelligence operatives in the nation's capital has been the subject of fascination and speculation. In this course, we will examine the FX Channel's series *The Americans*, in light of both the popular imaginary about Russian spies in the United States and the actual history of intelligence wars in Washington. How does the series represent the lives of Russian political and intelligence operatives during the Reagan presidency, and how does it interpret the larger events of the Cold War in its final decade? Readings will draw from accounts on both side of the Cold War, focusing on signature developments such as Jewish immigration from the Soviet Union, the covert biological weapons programs, and Soviet attempts to build relations with progressive movements in the United States. Prior to the beginning of the course, students are expected to view the first two seasons of the series. Adjunct Instructor Bio: Alexandar Mihailovic has taught at Bennington College, Williams College, and Brown and Columbia Universities. His books include **Corporeal Words: Mikhail Bakhtin's Theology of Discourse**, **Mitki: The Art of Postmodern Protest in Russia**, and the edited volume **Tchaikovsky and His Contemporaries: A Centenary Symposium.**

He has also published articles about cultural relations during the Cold War, African-American studies, art history, and cinema studies.

Requirements/Evaluation: 10-page paper and final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$22

Winter 2020

LEC Section: 01 MW 10:00 am - 12:50 pm Alexandar Mihailovic

RUSS 25 (W) Williams in Georgia

Cross-listings: SPEC 25 RUSS 25

Primary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$2,922

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Vladimir Ivantsov

RUSS 30 (W) Honors Project: Russian

May be taken by candidates for honors other than by thesis route.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Janneke van de Stadt

RUSS 31 (W) Senior Thesis: Russian

To be taken by students registered for Russian 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Janneke van de Stadt

RUSS 88 (W) Russian Sustaining Program

Students registered for RUSS 101-102 are required to attend and pass the Russian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

Requirements/Evaluation: regular attendance and active participation required to earn a "Pass"

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Daria Pototskaya

RUSS 99 (W) Independent Study: Russian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Janneke van de Stadt

SCIENCE AND TECHNOLOGY STUDIES (Div II)

Chair: Associate Professor Laura Ephraim

Advisory Committee

- Georges B. Dreyfus, Jackson Professor of Religion; on leave Spring 2020
- Laura D. Ephraim, Associate Professor of Political Science, Chair of Science and Technology Studies
- Ezra D. Feldman, Visiting Assistant Professor of English
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: History Department
- Bojana Mladenovic, Professor of Philosophy
- Eli Nelson, Assistant Professor of American Studies
- Grant Shoffstall, Visiting Assistant Professor of Sociology
- Jason Josephson Storm, Professor of Religion; on leave 2019-2020

Science and Technology Studies (STS) is an interdisciplinary program concerned with science and technology and their relationship to society. The community of scholars in the Williams STS program apply methods from diverse disciplines. They seek to illuminate the historical, social, cultural, ethical, and political dimensions of science and technology. By bridging humanities, social sciences, science, and technology, our program seeks to build relationships across campus.

The STS program at Williams takes a broad umbrella approach to the discipline. Topics include: sociology of knowledge production; philosophy of science; history of science and technology; the economics of research and development; science and public policy; technology and the environment; scientometrics; interactions between humans and technology; science fiction and other artistic depictions of science and technology; boundaries between pseudo-science, religion, and science; and the broader ethical issues evoked by science and technology.

Science and Technology Studies concentrators must complete a total of **six courses**. Five of these must have the STS prefix. Students must take: Introduction to STS; Senior Seminar; and three electives, of which at most two can originate in the same department. In addition, Science and Technology Studies concentrators must complete one course with a laboratory or field work component in natural, social, or computer science; this course may also satisfy one of the divisional distribution requirements.

Students may petition the Chair for recognition of a course as an STS course even if it is not cross-listed in STS. The petitions will be approved or denied on a case-by-case basis.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Be sure to check record of enrollment in classes with laboratory or fieldwork components to satisfy program.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

STS 101 (S) Science, Technology, and Human Values

Cross-listings: HSCI 101 STS 101 SOC 201

Primary Cross-listing

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 101 (D2) STS 101 (D2) SOC 201 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Grant Shoffstall

STS 106 (F) Being Human in STEM (DPE)

Cross-listings: GEOS 106 PHYS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

Class Format: class discussions, group project work (out of class time required)

Requirements/Evaluation: short response papers, class discussion participation, leading class discussions, group work, and final project

Enrollment Limit: 15

Enrollment Preferences: DIV III majors; statement of interest may be requested

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: does not count towards GEOS or PHYS major credit

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 106 (D3) PHYS 106 (D3) STS 106 (D2)

Difference, Power, and Equity Notes: This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Savan Kharel, Phoebe A. Cohen

STS 115 AIDS: The Disease and Search for a Cure

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 million HIV-infected persons worldwide. After an introduction to chemical structure, we examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We look at how HIV-1 interacts with the human immune system and discuss prospects for developing an effective HIV vaccine.

Class Format: three hours per week

Requirements/Evaluation: problem sets, a midterm, quizzes, a final exam, and a presentation/discussion

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences

Enrollment Limit: 45

Expected Class Size: 45

Grading:

Distributions: (D3)

Attributes: PHLH Biomedical Determinants of Health

Not offered current academic year

STS 135 (S) Politics After the Apocalypse

Cross-listings: STS 135 PSCI 135

Secondary Cross-listing

The zombies are coming! Climate change will destroy us! Bird-flu pandemic! To our horror and delight, reminders are everywhere that the end is near. Some of these projected apocalypses are alarmist, some fanciful...and others all too realistic. What shape will politics take after the apocalypse? What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? And what does it say about politics today that we are so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? In this class, we reconsider what politics is and should be by contemplating accounts of its destruction and rebirth in television, film, literature, activism, social science, and critical theory. We will approach these sources as analogous to political theory's classic thought experiment of the "state of nature" and social contract. We will explore family resemblances between apocalyptic narratives and key concepts in political theory: the state of exception, (post)millennialism, and anarchy. And we will consider what it suggests about our time that we are so eager to imagine ourselves at the beginning of the end.

Requirements/Evaluation: "close reading" assignment of 3-5 pages, two 5- to 7-page papers, one short story (12-20 pages and including an explanatory cover letter), and class participation

Prerequisites: first- or second-year students, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: first-year students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 135 (D2) PSCI 135 (D2)

Attributes: PSCI Political Theory Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Laura D. Ephraim

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

TUT Section: T1 TBA Eli Nelson

STS 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153 ENGL 153

Secondary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways.

Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153 (D1) ENGL 153 (D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 209 (S) Philosophy of Science

Cross-listings: PHIL 209 SCST 209 STS 209

Secondary Cross-listing

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."

Class Format: short lecture component in each class

Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes

Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Philosophy majors and prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 209 (D2) SCST 209 (D2) STS 209 (D2)

Attributes: COGS Related Courses HSCI Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

STS 210 (S) Networks of Power: Technology in Human Affairs

Cross-listings: SCST 210 STS 210 SOC 210

Secondary Cross-listing

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological innovations that shaped society over the past century, including electrification, automobiles and the highway system, radio and television broadcasting, and the internet and social media. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 210 (D2) STS 210 (D2) SOC 210 (D2)

Not offered current academic year

STS 211 (F) Scientific Selves: Medicine, Technology, and Identity in Early Modern France

Cross-listings: RLFR 210 STS 211

Secondary Cross-listing

The early modern period has long been associated with scientific discovery and shifting ideology in France. From Copernicus on, thinkers such as René Descartes, Blaise Pascal, and Antoine Lavoisier helped advance the Scientific Revolution, which led to medical and technological breakthroughs, as well as important advances in our understanding of the world and our solar system. This course examines the role that France played in pursuing such discoveries, as well as the ways newfound knowledge impacted notions of belonging and alterity. How did the Scientific Revolution and French colonization lead to the creation of social, cultural, and medical "others"? How did scientific discourse permeate verbal and visual expression and depict those who did not fit into normative paradigms of gender, sexuality, ability, ethnicity, belief, and culture? What avenues for self-expression and definition were available to those whom society excluded? What parallels can we see with twenty-first-century questions of political activism, social justice, sciences, and technology? To explore these questions, we will analyze literary texts, visual representations, and historical documents, such as medical treatises, scientific diagrams, and texts on new technologies. *Conducted in French.*

Requirements/Evaluation: active class participation, written reflections, quizzes, mid-semester presentation, and final paper

Prerequisites: strong performance in RLFR 105; RLFR 106; another RLFR 200-level course; placement exam; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French Majors and certificate students

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 210 (D1) STS 211 (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Theresa Brock

STS 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212 SCST 212 STS 212 PHIL 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212 (D2) SCST 212 (D2) STS 212 (D2) PHIL 212 (D2)

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

STS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

Cross-listings: STS 213 WGSS 213 AFR 213 SCST 213

Secondary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10

pages

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

Attributes: AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

STS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

STS 229 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 231 (F) The African Anthropocene (DPE)

Cross-listings: AFR 231 ENVI 231 STS 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, poetry, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Class Format: non-traditional technologies, web-streams, social media (Tumblr/Twitter)

Requirements/Evaluation: assignments include: short written commentaries, current event analysis, presentations, and a final analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators; juniors and seniors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 231 (D2) ENVI 231 (D2) STS 231 (D2)

Difference, Power, and Equity Notes: The African Anthropocene" considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Brittany Meché

STS 233 (F) Chemical Intimacies (DPE)

Cross-listings: SCST 233 WGSS 233 STS 233 ARTH 243 ENGL 243

Secondary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 233 (D2) WGSS 233 (D2) STS 233 (D2) ARTH 243 (D2) ENGL 243 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Not offered current academic year

STS 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Cross-listings: STS 235 WGSS 235 SCST 235

Secondary Cross-listing

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case

studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 235 (D2) WGSS 235 (D2) SCST 235 (D2)

Difference, Power, and Equity Notes: The course focuses specifically on tools for analyzing the potential differential impacts of sustainable development projects along gender lines.

Not offered current academic year

STS 236 (F) Automatic Culture: From the Mechanical Turk to A.I.

Cross-listings: SCST 236 STS 236 HSCI 236

Primary Cross-listing

Using literary writing and visual representation as our primary points of entry, we will study the history of automation, exploring its effects as idea and as material implementation upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. Readings from such authors as E.T.A. Hoffman, Kurt Vonnegut, Roald Dahl, and Sydney Padua will be supplemented with studies in the history and historiography of technology. The objects we examine will be as different from one another as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and contemporary devices like Amazon's Echo.

Requirements/Evaluation: mid-term and final essays, discussion participation, and brief in-class writing exercises.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 236 (D2) STS 236 (D2) HSCI 236 (D2)

Not offered current academic year

STS 239 (S) The Ethics of Artificial Intelligence

Cross-listings: STS 239 PHIL 239

Secondary Cross-listing

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses-not to mention decades of apocalyptic science fiction-have urged that that future is nothing short of an existential threat to human beings. Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's?

What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion

Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 239 (D2) PHIL 239 (D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2020

LEC Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Joseph L. Cruz

STS 240 (F) Great Astronomers and Their Original Publications

Cross-listings: STS 240 LEAD 240 HSCI 240 ASTR 240 SCST 240

Secondary Cross-listing

We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 240 (D3) LEAD 240 (D3) HSCI 240 (D2) ASTR 240 (D3) SCST 240 (D2)

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

STS 250 (S) Environmental Justice (DPE)

Cross-listings: ENVI 250 STS 250

Secondary Cross-listing

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

Requirements/Evaluation: several short essays, final essay

Prerequisites: ENVI 101 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: Environmental Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 250 (D2) STS 250 (D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Laura J. Martin

STS 265 (F) Digital Performance Lab

Cross-listings: THEA 265 SCST 265 STS 265

Secondary Cross-listing

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 265 (D1) SCST 265 (D2) STS 265 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

STS 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

STS 272 (S) The History and Mythology of Chinese Scripts

Cross-listings: STS 272 COMP 272 CHIN 272

Secondary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and

mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

Class Format: discussion

Requirements/Evaluation: quizzes, short writing assignments, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 272 (D1) COMP 272 (D1) CHIN 272 (D1)

Attributes: Linguistics

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher M. B. Nugent

STS 273 (F) Politics without Humans?

Cross-listings: ENVI 273 STS 273 PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Requirements/Evaluation: three 5- to 7-page papers, regular Glow posts, class participation

Prerequisites: please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

Attributes: AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Laura D. Ephraim

STS 276 Music and the Internet

Since the release of Napster in 1999, the Internet's relationship with music has been sometimes elevating and sometimes adversarial. While it has

granted listeners access to broad music libraries and musicians access to large audiences, the Internet has also exposed listeners to legal action, taxed artists with dwindling royalties, and disrupted and reshaped the recording and publishing industries. This course examines how the Internet has affected music at every level, from its creation to its distribution and consumption. Topics will include music written for online spaces, musical performances that take place online, music and online gaming, live music that refers to the Internet, the financial and philosophical background of music file formats, changing notions of musical ownership, censorship of music online, music's place in memes, and the user experience in (and attitudes toward music projected by) services like iTunes, YouTube, Spotify, and musically.

Class Format: discussion

Requirements/Evaluation: 4-page midterm paper, 8-page final paper, one presentation, two mid-semester creative projects

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 14

Grading:

Distributions: (D1)

Attributes: FMST Core Courses

Not offered current academic year

STS 281 (F) Religion and Science

Cross-listings: SCST 281 REL 281 STS 281

Secondary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: full attendance and participation, two essays

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 281 (D2) REL 281 (D2) STS 281 (D2)

Not offered current academic year

STS 301 (F) Social Construction (DPE)

Cross-listings: SCST 301 COMP 315 REL 301 STS 301 SOC 301 WGSS 302

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have

limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

STS 312 (S) Philosophical Implications of Modern Physics (QFR)

Cross-listings: STS 312 PHIL 312 PHYS 312 SCST 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 312 (D3) PHIL 312 (D3) PHYS 312 (D3) SCST 312 (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

STS 315 (S) Blackness 2.0: Race, Film and New Technologies

Cross-listings: AFR 315 AMST 315 STS 315 SCST 315

Secondary Cross-listing

Are distinctions of race truly eliminated with digital technologies? Through an engagement with scholarship in media studies, cultural studies, gender studies, and Africana studies (to name a few), this course will investigate the nuanced ways blackness is (re)constructed and (re)presented in digital

technologies. Although we will largely focus on representations of blackness in modern film, we will examine the impact of 'new' technologies upon the broader categories of race, gender, and sexuality. Additional topics may include: avatar-based entertainment; race in the 'real' vs 'virtual' world; emoji wars; blogosphere politics; internet and hashtag activism; social networking and a post-race future; and fandom in the twitter era.

Requirements/Evaluation: participation and attendance, creation and maintenance of a personal blog, structural analyses for film, and design of an original multimedia project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 315 (D2) AMST 315 (D2) STS 315 (D2) SCST 315 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

Not offered current academic year

STS 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

STS 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: STS 338 HSCI 338 REL 338 SOC 338

Secondary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 338 (D2) HSCI 338 (D2) REL 338 (D2) SOC 338 (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Grant Shoffstall

STS 348 (S) Women, Men and Other Animals (DPE)

Cross-listings: ARTH 348 ENGL 348 WGSS 348 SCST 348 STS 348

Secondary Cross-listing

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 348 (D2) ENGL 348 (D2) WGSS 348 (D2) SCST 348 (D2) STS 348 (D2)

Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year

STS 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

Cross-listings: STS 353 AMST 353

Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

Requirements/Evaluation: attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 353 (D2) AMST 353 (D2)

Difference, Power, and Equity Notes: This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2020

SEM Section: 01 Cancelled

STS 364 (S) Mental Health and Illness: Philosophical Considerations

Cross-listings: PHIL 364 STS 364

Secondary Cross-listing

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of

psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

Requirements/Evaluation: several writing assignments, evenly spaced throughout the semester

Prerequisites: two philosophy courses; or one philosophy and one STS course; or consent of the instructor

Enrollment Limit: 20

Enrollment Preferences: students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 364 (D2) STS 364 (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Bojana Mladenovic

STS 370 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

STS 371 (S) Medicine, Technology, and Modern Power

Cross-listings: STS 371 SOC 371 SCST 371 HSCI 371

Secondary Cross-listing

Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 371 (D2) SOC 371 (D2) SCST 371 (D2) HSCI 371 (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

STS 372 Time and Temporality

Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading:

Distributions: (D2)

Not offered current academic year

STS 376 (F) Human-Computer Interaction

Cross-listings: CSCI 376 STS 376

Secondary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams

Prerequisites: CSCI 136

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 376 (D3) STS 376 (D2)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Iris Howley

STS 377 (F) Landscapes in American Literature

Cross-listings: AMST 376 ENGL 376 STS 377

Secondary Cross-listing

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

Requirements/Evaluation: discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 376 (D1) ENGL 376 (D1) STS 377 (D2)

Attributes: ENGL Criticism Courses

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: AFR 380 AMST 380 ENGL 381 SCST 380 WGSS 380 STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 380 (D2) AMST 380 (D2) ENGL 381 (D2) SCST 380 (D2) WGSS 380 (D2) STS 380 (D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

STS 397 (F) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Laura D. Ephraim

IND Section: 02 TBA Ezra D. Feldman

STS 398 (S) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Laura D. Ephraim

STS 401 (F) Critical Perspectives on Science and Technology

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development.

Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Requirements/Evaluation: research paper or project

Prerequisites: none

Enrollment Limit: 5

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: STS Senior Seminars

Not offered current academic year

STS 402 (F) Cold War Technocultures

Cross-listings: SOC 363 STS 402 SCST 401

Secondary Cross-listing

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 363 (D2) STS 402 (D2) SCST 401 (D2)

Attributes: STS Senior Seminars

Not offered current academic year

STS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as

we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

Winter Study -----

STS 14 (W) Ethics of Technology

Cross-listings: CSCI 14 PHIL 14 STS 14

Secondary Cross-listing

A prominent company recently realized the machine-learning algorithm trained on its past hiring data had learned a bias against female candidates and so was unsuitable for resume evaluation. But given competing definitions of fairness, how should we decide what it means for an algorithm to be unbiased? Machine vision algorithms are systematically less likely to recognize faces of people of color. Since many face recognition algorithms are used for surveillance, would improving these algorithms promote justice? Deep fakes may pose serious challenges to democratic discourse, as faked videos of political leaders making incendiary statements cast doubt on the provenance of real videos. Do the researchers developing these algorithms, often academics funded by National Science Foundation grants, have an obligation to desist? In a field filled with such vexing questions, the ethical issue most commonly addressed by the media is whether a self-driving car should swerve to hit one person in order to avoid hitting two. In this class, we will go beyond the headlines to explore the ethics of technology. We will discuss issues such as transparency, bias and fairness, surveillance, automation and work, the politics of artifacts, the epistemology of deep fakes, and more. Our discussion will rely on articles from the course packet, enlivened by discussions with experts in the field over Skype. Students will apply their ethical knowledge to write multiple newspaper length op-eds arguing for their views. If students choose to submit these op-eds for publication, the instructor will coach them on appropriate procedures and venues. Adjunct Instructor Bio: Kathleen Creel '10 is an advanced doctoral student in the Department of History & Philosophy of Science at the University of Pittsburgh. Her research focuses on epistemic and ethical issues in computer science and its scientific applications, such as transparency in machine learning and the ability of algorithmic decisions to provide reasons.

Requirements/Evaluation: 3 op-eds for a total of 10 pages

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: based on a written paragraph expressing interest

Grading: pass/fail only

Materials/Lab Fee: \$20

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 14 PHIL 14 STS 14

Winter 2020

LEC Section: 01 MWR 1:00 pm - 3:50 pm Kathleen Creel

STS 99 (W) Independent Study: Science and Technology Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Laura D. Ephraim

ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave 2019-2020
- David B. Edwards, James N. Lambert '39 Professor of Anthropology; on leave Fall 2019
- Antonia E. Foias, Professor of Anthropology; on leave 2019-2020
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology, American Studies Program; on leave 2019-2020
- Peter Just, Professor of Anthropology
- Joel Lee, Assistant Professor of Anthropology; on leave Fall 2019
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Christopher W. Marcisz, Visiting Lecturer in Anthropology
- Gregory C. Mitchell, Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave 2019-2020
- Grant Shoffstall, Visiting Assistant Professor of Sociology
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

Anthropology critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

SOC 101 (F)(S) Invitation to Sociology

An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

Class Format: discussion

Requirements/Evaluation: a take-home midterm exam, a class presentation and a final

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

LEC Section: 01 MWF 11:00 am - 12:15 pm Grant Shoffstall

LEC Section: 02 MR 1:10 pm - 2:25 pm Marketa Rulikova

Spring 2020

LEC Section: 01 MWF 11:00 am - 12:15 pm Grant Shoffstall

SOC 201 (S) Science, Technology, and Human Values

Cross-listings: HSCI 101 STS 101 SOC 201

Secondary Cross-listing

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field.

Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HSCI 101 (D2) STS 101 (D2) SOC 201 (D2)

Spring 2020

SEM Section: 01 MWF 8:30 am - 9:45 am Grant Shoffstall

SOC 210 (S) Networks of Power: Technology in Human Affairs

Cross-listings: SCST 210 STS 210 SOC 210

Primary Cross-listing

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological innovations that shaped society over the past century, including electrification, automobiles and the highway system, radio and television broadcasting, and the internet and social media. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 210 (D2) STS 210 (D2) SOC 210 (D2)

Not offered current academic year

SOC 211 (F) Race and the Environment

Cross-listings: ENVI 211 SOC 211 AMST 211 AFR 211

Secondary Cross-listing

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way

of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions--like literature, film, and music--to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: discussion

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 211 (D2) SOC 211 (D2) AMST 211 (D2) AFR 211 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Not offered current academic year

SOC 212 (F) Understanding Social Media

Over just the last twenty years--beginning with Napster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Requirements/Evaluation: attendance and participation, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: FMST Core Courses

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Nicholas Carr

SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable

social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: AMST Space and Place Electives GBST Urbanizing World Electives

Not offered current academic year

SOC 218 (S) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: discussion

Requirements/Evaluation: a short paper and midterm and final exams

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

SOC 221 (S) Money and Intimacy

Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Requirements/Evaluation: classroom participation and a final research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Marketa Rulikova

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228 STS 229

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing if they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Are these technologies always bad? Can they be used for good? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, the U.S. military drone program, surveillance in the workplace, and whether social media is turning us all into self-surveillance addicts.

Requirements/Evaluation: discussion participation, six reading responses (1- to 2-page papers), Facebook data essay (3-5 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 228 (D2) STS 229 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the question of if and when surveillance is appropriate there given the city's current crisis of gun murders. Students will discuss whether and how to conduct surveillance in a context shaped by deep racial segregation and class inequality.

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 230 (F) Memory and Forgetting

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: active class participation, four response papers (2 pages each), an autobiographical essay (4-5 pages), and a final

research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christina E. Simko

SOC 234 (S) How Emotions Work

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken-for-granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem--the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

Requirements/Evaluation: participation, reflective essay (3-5 pages), emotion map activity, open space meeting, policy memo (1-2 pages), final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: ENGL 237 ARTH 237 SOC 236 AMST 236

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 237 (D2) ARTH 237 (D1) SOC 236 (D2) AMST 236 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

SOC 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 241 (S) Meritocracy

Cross-listings: PSCI 241 SOC 241

Secondary Cross-listing

Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do eight of the country's nine sitting Supreme Court Justices. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy --- rule by the intellectually talented --- in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Requirements/Evaluation: two papers, take-home final exam, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 241 (D2) SOC 241 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

SOC 244 (S) What They Saw in America

Cross-listings: AMST 244 SOC 244 HIST 366

Primary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern. * Please note atypical class hour Monday, 4:45-8:30 pm.

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Expected Class Size: 9

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 244 (D2) SOC 244 (D2) HIST 366 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE)

Cross-listings: RUSS 248 GBST 247 SOC 248

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Hungary, Bulgaria, Poland and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 248 (D1) GBST 247 (D2) SOC 248 (D2)

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Not offered current academic year

SOC 252 (F) Moral Life in the Modern World

Cross-listings: SOC 252 REL 286

Primary Cross-listing

This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 252 (D2) REL 286 (D2)

Not offered current academic year

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are

inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

SOC 291 (S) Religion and the American Environmental Imagination

Cross-listings: REL 291 SOC 291 ENVI 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 291 (D2) SOC 291 (D2) ENVI 291 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 301 (F) Social Construction (DPE)

Cross-listings: SCST 301 COMP 315 REL 301 STS 301 SOC 301 WGSS 302

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in

some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

SOC 303 (S) Cultures of Climate Change

Cross-listings: ENVI 303 SOC 303

Secondary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 303 (D2) SOC 303 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Secondary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

SOC 315 (F) Culture, Consumption and Modernity

How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. We will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the consequences that these patterns have for the larger social order.

Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not offered current academic year

SOC 324 (S) Memory and Identity (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Not offered current academic year

SOC 326 (S) Being Mortal

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine, which is oriented toward cure but must ultimately confront the inescapable realities of aging and death, deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

Requirements/Evaluation: three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Sociology and Anthropology majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Christina E. Simko

SOC 328 (F) American Social Dramas

Cross-listings: AMST 328 SOC 328 COMP 325 THEA 328

Primary Cross-listing

As Shakespeare wrote memorably in *As You Like It*, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and

indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 328 (D2) SOC 328 (D2) COMP 325 (D1) THEA 328 (D2)

Not offered current academic year

SOC 329 (F) Work and Future of Capitalism

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as global commodity chains, the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. Through a series of essays, culminating in a final paper, the course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about restructuring (or even overturning) capitalism to allow them to flourish?

Requirements/Evaluation: participation, three utopia essays (3-5 pages), paper workshop, final paper (10-12 pages)

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ben Snyder

SOC 332 (F) Life and Death in Modernity

Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life"--the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show

how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of anti-aging medicine and "popular" rationalities of human life extension; cryonic suspension, zombies, and the paranormal.

Class Format: seminar

Requirements/Evaluation: weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Sociology and Anthropology students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: STS 338 HSCI 338 REL 338 SOC 338

Primary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the so-called "transhumanist movement" and its overriding aim: the transformation and eventual transcendence of human biological constitution; the realization, through highly speculative technoscientific means, of an enhanced or even "postbiological" existence, the so-called "posthuman condition," "Humanity 2.0." Through close readings of historical documents, transhumanist texts, scholarship on transhumanism, and relevant works of science-fiction film and literature, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas have emerged, circulated, and taken up residence. To this end, we will consider transhumanism's ties to some of the most objectionable aspects of modern technology and late capitalism; eugenics, the commodification of health, and massive investments pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and Euro-American (cyber) libertarian politics; and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, artificial intelligence, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of magical beliefs, practices, and forms of expectation and association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about embodiment, culture, and ways of being human.

Requirements/Evaluation: attendance and participation, informal weekly writing, 15- to 20-page seminar paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 338 (D2) HSCI 338 (D2) REL 338 (D2) SOC 338 (D2)

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Grant Shoffstall

SOC 350 (S) Max Weber & Critical Theory or Rationalization & Its Discontents

Cross-listings: COMP 349 SOC 350 REL 350

Secondary Cross-listing

We live in an age characterized by unprecedented technological and scientific progress--we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom--and yet modern life often appears fundamentally meaningless and lacking in ultimate value--we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"--the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 349 (D2) SOC 350 (D2) REL 350 (D2)

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

SOC 362 (F) Story, Self, and Society

Cross-listings: COMP 362 SOC 362

Primary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir that we will select collectively. The course will conclude with a final seminar meeting during which each student will tell a story of their own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest; priority consideration will be given to ANSO and COMP majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 362 (D1) SOC 362 (D2)

Not offered current academic year

SOC 363 (F) Cold War Technocultures

Cross-listings: SOC 363 STS 402 SCST 401

Primary Cross-listing

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 363 (D2) STS 402 (D2) SCST 401 (D2)

Attributes: STS Senior Seminars

Not offered current academic year

SOC 368 (F) Technology and Modern Society

Cross-listings: SOC 368 ENVI 368

Primary Cross-listing

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 368 (D2) ENVI 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses HSCI Interdepartmental Electives

Not offered current academic year

SOC 371 (S) Medicine, Technology, and Modern Power

Cross-listings: STS 371 SOC 371 SCST 371 HSCI 371

Primary Cross-listing

Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Expected Class Size: 20-25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 371 (D2) SOC 371 (D2) SCST 371 (D2) HSCI 371 (D2)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

SOC 372 (S) Time and Temporality

Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Not offered current academic year

SOC 386 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: SOC 386 HIST 387

Primary Cross-listing

Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: discussion

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 386 (D2) HIST 387 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA James L. Nolan

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA James L. Nolan

SOC 493 (F) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA James L. Nolan

SOC 494 (S) Senior Thesis: Sociology

Sociology senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA James L. Nolan

Winter Study -----

SOC 11 (W) Excavating the Purple Bubble

Cross-listings: HIST 11 SOC 11

Primary Cross-listing

People often describe Williams College as an "intense" place--a "purple bubble" with its own peculiar micro-culture. This bubble can be stressful, exhausting, and work-obsessed, but also bursting with creative energy and a determination to change the world, not to mention creating experiences and relationships that become deeply nostalgic and lead to a lasting connection. How have these characteristic structures of feeling been built over time? In this course, we will attempt to build a picture of how the emotional cultures of Williams have evolved by excavating their histories. From the powerful emotions triggered by transitional moments in the College's history, such as feelings of inclusion and exclusion by women and people of color, to the everyday emotions of friendship, romance, and work stress, students will analyze materials from the college archives, the archive of the Record, and other sources of institutional memory to uncover the social history of emotions at Williams. Depending on enrollments, students will divide into research clusters focusing on particular topics, which might include: stress and work-obsession, turning points and change, wonder and discovery, nostalgias, staff morale, mental illness and wellness discourse, among other possible topics. Students will spend time in class discussing readings and curating a small collection of archival materials to be presented at the end of the course. Outside class, students will spend time in the archives. As a theoretical and methodological guide, we will draw primarily on scholarship from the sociology and history of emotion, including Norbert Elias, Cas Wouters, Raymond Williams, William Reddy, and Barbara Rosenswein.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: anthropology, sociology and history majors, followed by students' expression of interest

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 11 SOC 11

Winter 2020

LEC Section: 01 Cancelled

SOC 15 (W) Photographic Literacy and Personal Vision

Cross-listings: SOC 15 ANTH 15

Secondary Cross-listing

When you look at a photograph, what is it really saying? How can you make a photograph that says what you want to say? This course is about seeing with emotion and literacy, and making photographs that reflect your own personal voice and vision. This is not a course on technical photography--this is about breaking down the barrier between your ideas and your camera. Students will conceptualize and photograph a project of their own choosing. Whether a narrative documentary project or a more abstract exploration of form, students are expected to photograph on their own outside of class for at least five hours a week. Students must own or borrow a digital camera. Williams has a stock of excellent cameras available for loan. Mondays and Fridays we'll be looking at amazing historical and contemporary photographic work to cover a broad range of what is possible with the medium and discussing what the current conversations and controversies are within the practice. We'll be looking at slides, screens, photobooks and gallery shows to get a sense of how photographs function differently depending on how they're shown. The work we discuss is always adapted to reflect students' interests. On Wednesdays we critique each others' work--we look at students' top images for the week and try to reconcile them against the project's conceptual basis. We have a focused discussion about each student's work for 20-30 minutes, and how to make each project better. After critiques I'll be sending everyone photographic references to use for inspiration depending on your subject matter and aesthetic approach. At the end of the course the class will design and produce a campus exhibition of their photography. This event will serve as a synthesis of all the knowledge students gained while working together to make each others' projects stronger. No photography experience is necessary! Anyone is ready to start reading photographs critically, and establish a concept-driven workflow that will serve you well as long as you take pictures. Adjunct Instructor Bio: Ben Brody is an award-winning photographer working on long-form projects related to the American wars in Iraq and Afghanistan, and their aftermath. Themes of generational trauma, propaganda, and tragic comedy recur in his visual approach. His new book, *Attention Servicemember*, published by Red Hook Editions, will be available this fall.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: instructor will determine selection

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 15 ANTH 15

Winter 2020

LEC Section: 01 MF 10:00 am - 11:50 am W 1:00 pm - 5:00 pm Ben Brody

SOC 31 (W) Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Christina E. Simko

SOC 99 (W) Independent Study: Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA James L. Nolan

MATHEMATICS AND STATISTICS (Div III)

STATISTICS

Chair: Professor Richard De Veaux

Associate Chair for Math: Professor Mihai Stoiciu

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics
- Andrew Bydlon, Visiting Assistant Professor of Mathematics
- Xizhen Cai, Assistant Professor of Statistics
- Josh Carlson, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Eva G. Goedhart, Visiting Assistant Professor of Mathematics
- Leo Goldmakher, Assistant Professor of Mathematics; on leave Fall 2019
- Pamela E. Harris, Assistant Professor of Mathematics; on leave 2019-2020
- Stewart D. Johnson, Professor of Mathematics; on leave Fall 2019
- Bernhard Klingenberg, Professor of Statistics; on leave 2019-2020
- Haydee M. A. Lindo, Assistant Professor of Mathematics
- Susan R. Loepp, Professor of Mathematics; on leave 2019-2020
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Assistant Professor of Mathematics; on leave 2019-2020
- Shaoyang Ning, Assistant Professor of Statistics
- Allison Pacelli, Professor of Mathematics
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2019-2020
- Mihai Stoiciu, Professor of Mathematics
- Chad M. Topaz, Professor of Mathematics; on leave Fall 2019
- Laurie L. Tupper, Assistant Professor of Statistics; on leave 2019-2020
- Daniel B. Turek, Assistant Professor of Statistics; on leave 2019-2020
- Elizabeth M. Upton, Assistant Professor of Statistics

MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.

Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course

MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (4 courses)

STAT 201 Statistics and Data Analysis or STAT 202 Introduction to Statistical Modeling

STAT 346 Regression and Forecasting

STAT 341 Probability

STAT 360 Inferential Statistics

Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement

Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia, and up to 5 attendances may be counted in their junior year. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

NOTES

Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

Double Counting: No course may count towards two different majors.

Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be approved MATH/STAT courses.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Colloquium requirement, Senior Seminar requirement.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. The highly cumulative structure of the major.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)

Enrollment Limit: 50

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with calculus background and social science interest should consider STAT 161; students with MATH 150 should enroll in STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stat should consult the department

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

Spring 2020

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

LEC Section: 02 TR 11:20 am - 12:35 pm Elizabeth M. Upton

STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences and sciences. Topics include exploratory data analysis, elements of probability theory, basic statistical inference, and introduction to statistical modeling. The course focuses on the application of statistics tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

Prerequisites: MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

Enrollment Limit: 40

Enrollment Preferences: Economics majors, sophomores

Expected Class Size: 40

Grading: no pass/fail option, no fifth course option

Unit Notes: students with MATH 150 should consider STAT 201; students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students without any calculus background should consider STAT 101

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: It is a quantitative course.

Attributes: PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 8:30 am - 9:45 am Anna M. Plantinga

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Anna M. Plantinga

LEC Section: 02 TF 2:35 pm - 3:50 pm Anna M. Plantinga

STAT 201 (F)(S) Statistics and Data Analysis (QFR)

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Requirements/Evaluation: quizzes and exams

Prerequisites: MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

Enrollment Limit: 40

Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Unit Notes: students with a 5 on AP Stats should enroll in STAT 202; students with a 4 on AP Stats should consult the department; students with MATH 130/140 background should consider STAT 161; students with no calc. should consider STAT 101

Distributions: (D3) (QFR)

Attributes: BIGP Recommended Courses COGS Related Courses EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 9:55 am - 11:10 am Shaoyang Ning

LEC Section: 02 TR 11:20 am - 12:35 pm Shaoyang Ning

Spring 2020

LEC Section: 01 TR 8:30 am - 9:45 am Stewart D. Johnson

LEC Section: 02 TR 9:55 am - 11:10 am Stewart D. Johnson

STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)

Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Requirements/Evaluation: homework, exams and projects

Prerequisites: AP Statistics 5 or STAT 101; 161 or 201 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students with a 4 on the AP Stats exam should contact the department for proper placement

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 MWF 9:00 am - 9:50 am Xizhen Cai

LEC Section: 02 MWF 10:00 am - 10:50 am Xizhen Cai

Spring 2020

LEC Section: 01 MWF 11:00 am - 11:50 am Xizhen Cai

STAT 341 (F)(S) Probability (QFR)

Cross-listings: MATH 341 STAT 341

Secondary Cross-listing

While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.

Requirements/Evaluation: homework, classwork, and exams

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 40

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 341 (D3) STAT 341 (D3)

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Steven J. Miller

Spring 2020

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

STAT 342 (F) Introduction to Stochastic Processes (QFR)

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time t or the accumulated claims paid by an insurance company in an interval of time t . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

Requirements/Evaluation: weekly homework, classwork, and exams

Prerequisites: STAT 341

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

STAT 344 (F) Statistical Design of Experiments (QFR)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design experiments with the fewest number of observations possible that are still capable of understanding which factors influence the results. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use both the statistics program R and the package JMP to carry out the statistical analyses.

Requirements/Evaluation: problem sets, midterm, final exam, project

Prerequisites: STAT 201, 202, or equivalent

Enrollment Limit: 20

Enrollment Preferences: Statistics majors, seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Related Courses

Not offered current academic year

STAT 346 (F)(S) Regression and Forecasting (QFR)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Requirements/Evaluation: exams, homework, and a project

Prerequisites: STAT 201 or 202, and MATH 150 and 250; or permission of instructor

Enrollment Limit: 22

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: EVST Methods Courses

Fall 2019

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Xizhen Cai

STAT 355 (S) Multivariate Statistical Analysis (QFR)

To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

Requirements/Evaluation: homework and exams

Prerequisites: MATH 250, and STAT 346 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 356 (S) Time Series Analysis (QFR)

Time series--data collected over time--crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including smoothing, ARIMA and state space models, and a foray into the frequency domain. We will emphasize applications to a variety of real data.

Class Format: lecture

Requirements/Evaluation: evaluation will be based primarily on projects, homework, and exams

Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 359 (S) Statistical Computing (QFR)

This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 201 or 202 and CSCI 134, 135, or 136

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 360 (S) Statistical Inference (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Requirements/Evaluation: problem sets and exams

Prerequisites: MATH 250, STAT 201 or 202, STAT 341

Enrollment Limit: 30

Enrollment Preferences: Statistics majors

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MR 2:35 pm - 3:50 pm Shaoyang Ning

STAT 362 (F) Design of Experiments (QFR)

How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll make extensive use of R to work with real-world data.

Requirements/Evaluation: based primarily on projects, homework, and exams

Prerequisites: STAT 346

Enrollment Limit: 30

Enrollment Preferences: seniors/juniors and Statistics majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 365 (F) Bayesian Statistics (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Requirements/Evaluation: homework and exams

Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: juniors and seniors, Statistics majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Not offered current academic year

STAT 368 (S) Modern Nonparametric Statistics (QFR)

Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346, or permission of instructor.

Enrollment Limit: 30

Enrollment Preferences: senior Statistics majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Spring 2020

LEC Section: 01 R 11:20 am - 2:00 pm M 1:10 pm - 2:25 pm Shaoyang Ning

STAT 372 (S) Longitudinal Data Analysis: Modeling Change over Time (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 201 and STAT 346

Enrollment Limit: 30

Enrollment Preferences: junior and senior Statistics majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 397 (F) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Richard D. De Veaux

STAT 398 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Richard D. De Veaux

STAT 410 (F) Statistical Genetics (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346 and STAT 360, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Statistics majors, juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Attributes: BIGP Related Courses PHLH Statistics Courses

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Anna M. Plantinga

STAT 440 (F) Categorical Data Analysis (QFR)

This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.

Requirements/Evaluation: performance on exams, homework, and a project

Prerequisites: STAT 346 and STAT 360

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3) (QFR)

Attributes: PHLH Statistics Courses

Not offered current academic year

STAT 442 (S) Statistical Learning and Data Mining (QFR)

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Requirements/Evaluation: homeworks and projects

Prerequisites: STAT 346 or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: seniors and Statistics Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am Richard D. De Veaux

STAT 458 (F) Spatio-Temporal Data (QFR)

Everything happens somewhere and sometime. But the study of data collected over multiple times and locations requires special methods, due to the dependence structure that relates different observations. In this course, we'll look at exploring, analyzing, and modeling this kind of information--introducing standard methods for purely time-series and purely spatial data, and moving on to methods that incorporate space and time together. Topics will include autocovariance structures, empirical orthogonal functions, and an introduction to Bayesian hierarchical modeling. We'll use R to apply these techniques to real-world datasets.

Requirements/Evaluation: project work, homework, exams, and contribution to discussion

Prerequisites: STAT 346, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Seniors and Statistics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Not offered current academic year

STAT 493 (F) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

HON Section: 01 TBA Richard D. De Veaux

STAT 494 (S) Senior Thesis: Statistics

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

HON Section: 01 TBA Richard D. De Veaux

STAT 497 (F) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Fall 2019

IND Section: 01 TBA Richard D. De Veaux

STAT 498 (S) Independent Study: Statistics

Directed independent study in Statistics.

Prerequisites: permission of department

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

Spring 2020

IND Section: 01 TBA Richard D. De Veaux

STAT 499 (F)(S) Statistics Colloquium

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

Requirements/Evaluation: delivering a passing talk and participation throughout the year

Prerequisites: Statistics majors must take the colloquium in their senior year

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

Grading: non-graded

Distributions: (D3)

Fall 2019

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

Spring 2020

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

Winter Study -----

STAT 10 (W) Interactive Data Visualization

Data visualization is an important means of detecting patterns in data and communicating results to the public. However, if designed poorly, data visualizations can also be ineffective or misleading. Tools for interactive data visualization have become increasingly popular in recent years, giving viewers more autonomy in data exploration. In this course, we will learn techniques for effective data visualization and use these criteria to evaluate visualizations (both static and interactive) in academic publications and in the news. This class will meet about 8 hours per week for lecture and discussion. In addition to participating in class discussions, students will be expected to keep a daily journal, complete short R programming exercises, and create a final project using interactive data visualization tools such as R Shiny.

Requirements/Evaluation: class participation, daily journal, final project and presentation

Prerequisites: some experience in R programming

Enrollment Limit: 15

Enrollment Preferences: preference will be given based on a one-paragraph explanation of the student's interest in the course

Grading: pass/fail only

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Anna M. Plantinga

STAT 11 (W) Introduction to Statistical Analysis of Network Data

Networks are everywhere in our connected world, from social networks like facebook and twitter, to information networks like citation and coauthors, from biological network like neural and ecological networks, to technological networks like internet connection or power grids. In recent years, there has been an explosion of network data. How do we learn and represent information from these data? In this course, you will see examples from different types of networks. We will learn how to organize, visualize and describe network data using proper tools. Additionally, since things are connected in networks, we will also explore statistical methods to overcome this challenge with dependent data. Tentatively course work includes 2-3 class meetings per weeks for lectures and assignments. Students are also expected to read related materials and finish a final project.

Requirements/Evaluation: final project or presentation

Prerequisites: STAT 201 or equivalent

Enrollment Limit: 10

Enrollment Preferences: students with more statistics background and experience with R have priority

Grading: pass/fail only

Winter 2020

LEC Section: 01 MWF 10:00 am - 11:50 am Xizhen Cai

STAT 20 (W) The History, Geography and Economics of the Wines of France

The history of wine making in France is long, dating back to the Greeks and later the Romans. Of course, geography and climate play an essential and important role in grape growing. The first areas to be planted were the areas around present day Marseille, (Massalia in Ancient Greece) in Provence, and the areas just north farther up the Rhône river valley. We will briefly survey the history of wine in France from the Romans through the middle ages, the influence of monasteries on wine production, the impact of the French revolution and the evolution of the modern classification system in the 19th century, which is still in place today. We will look at temperature data and study the relationship between temperature change and quality. We will discuss the impact of wine "scorers" such as Robert Parker as his influence on the economics of the French wine market. Finally, we will discuss the role of wine in French cuisine and the importance of wine to French culture. SELECTED REFERENCES [1] Climate, hydrology, land use, and environmental degradation in the lower Rhone Valley during the Roman period, SE Van der Leeuw - Comptes Rendu, Geosciences, 2005, Elsevier [2] The red and the white : a history of wine in France and Italy in the nineteenth century / by Leo A. Loubère ; drawings by Mark Blanton and Philip Loubère Albany : State University of New York Press, 1978 [3] Climate Change and Global Wine Quality, Jones, G. V. White, M. A. Cooper, O. R. Storchmann, K., Climatic Change, 2005, VOL 73; NUMBER 3, pages 319-343. [4] Wine Growers' Syndicalism in the Languedoc: Continuity and Change, Jean Philippe Martin, Sociologia Ruralis, 36,3,1996. [5] The Table Comes First: Family, France, and the Meaning of Food, Adam Gopnik, Knopf, 2011 (Possible required book). [6] Wine and War: The French, the Nazis, and the Battle for France's Greatest Treasure, D. Kladstrup and P. Kaldstrup, Broadway Books, 2002.

Requirements/Evaluation: 10-page paper

Prerequisites: none, but students must be 21 years old

Enrollment Limit: 12

Enrollment Preferences: based on short essay

Grading: pass/fail only

Materials/Lab Fee: \$450 and approximately \$15 for books

Winter 2020

LEC Section: 01 Cancelled

STAT 30 (W) Senior Project: Statistics

To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Richard D. De Veaux

STAT 31 (W) Senior Honors Thesis

Statistics senior honors thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Richard D. De Veaux

STAT 99 (W) Indep Study: Statistics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Richard D. De Veaux

ROMANCE LANGUAGES (Div I)

SPANISH

Chair: Professor Jennifer French

- Gene H. Bell-Villada, Harry C. Payne Professor of Romance Languages; on leave Spring 2020
- Roxana A. Blancas Curiel, Mellon Postdoctoral Fellow in Mexican Literature and Cultural Production
- Theresa Brock, Visiting Assistant Professor of French Language and Francophone Cultures
- Carl B. Cornell, Visiting Assistant Professor of French
- Soledad Fox, V-Nee Yeh '81 Professor of Spanish and Comparative Literature; on leave 2019-2020
- Jennifer L. French, Chair of Romance Languages and Professor of Spanish
- Carlos Macias Prieto, Assistant Professor
- Brian Martin, Professor of French & Comparative Literature; on leave Spring 2020
- Carolina Melgarejo-Torres, Visiting Assistant Professor of Spanish
- Michele Monserrati, Visiting Assistant Professor of Comparative Literature and Romance Languages; affiliated with: Romance Languages Department
- Katarzyna M. Pieprzak, Associate Dean of the Faculty, Professor of Francophone Literature, French Language, and Comparative Literature; affiliated with: Romance Languages Department
- Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; on leave Fall 2019
- Cécile Tresfels, Assistant Professor of French

THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so,

what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, *¡Bienvenida! ¡Bienvenido!* We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as "true beginners," those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. Four maximum.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Our Senior Seminars are required for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

RLSP 101 (F) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: class meets five hours a week and students will complete workbook and lab exercises weekly

Requirements/Evaluation: participation, regular homework exercises, quizzes, a midterm, and a final exam

Prerequisites: This course is for students who have no previous background in Spanish.

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLSP 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLSP 101 and 102) are taken

Distributions: (D1)

Fall 2019

LEC Section: 01 M-F 10:00 am - 10:50 am Leyla Rouhi

RLSP 102 (S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Class Format: the class meets five hours a week; students will complete workbook and lab exercises weekly

Requirements/Evaluation: daily preparation and participation, regular homework assignments, and frequent tests

Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken

Distributions: (D1)

Spring 2020

LEC Section: 01 M-F 10:00 am - 10:50 am Janneke van de Stadt

RLSP 103 (F) Intensive Intermediate Spanish

This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. *Conducted in Spanish.*

Class Format: class meets four hours a week; students in Professor French's conference section will meet with the TA in smaller groups at a time to be scheduled at the start of the semester

Requirements/Evaluation: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams

Prerequisites: RLSP 101-102 or by Spanish placement exam

Enrollment Limit: 20

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Jennifer L. French

CON Section: 02 TBA Jennifer L. French

LEC Section: 03 MWF 12:00 pm - 12:50 pm Gene H. Bell-Villada

CON Section: 04 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

RLSP 104 (S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures.

Class Format: class meets four hours a week

Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam

Prerequisites: RLSP 103 or by Spanish placement exam

Enrollment Limit: 22

Expected Class Size: 22

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 MWF 8:00 am - 8:50 am Carolina Melgarejo-Torres

CON Section: 02 W 1:10 pm - 2:00 pm Carolina Melgarejo-Torres

LEC Section: 03 MWF 9:00 am - 9:50 am Carolina Melgarejo-Torres

CON Section: 04 W 2:10 pm - 3:00 pm Carolina Melgarejo-Torres

RLSP 105 (F) Advanced Grammar, Composition, Conversation

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports.

Class Format: students are required to participate in the TA sessions once a week in addition to three class sessions

Requirements/Evaluation: regular grammar and composition assignments, a mid-term, a final exam, occasional quizzes, oral reports; active participation and regular attendance required

Prerequisites: RLSP 104, or results of the Williams College Placement Test, or permission of instructor

Enrollment Limit: 22

Enrollment Preferences: first-year students, potential majors

Expected Class Size: 22

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 12:00 pm - 12:50 pm Leyla Rouhi

CON Section: 02 TBA Leyla Rouhi

RLSP 107 (F) Advanced Grammar and Conversation

This course focuses on the development of Spanish linguistic accuracy and oral communication skills. To acquire oral fluency, students will have several opportunities to give presentations in class. They will further guide discussions around topics reviewed in the course. Finally, oral fluency will be developed through daily discussions and conversations with native speakers. Students will perform regular exercises to improve syntax skills, using authentic and meaningful texts. In addition, they will practice their writing by developing different discursive genres.

Requirements/Evaluation: homework, class participation, oral presentations, a midterm and final exam, and a series of communicative projects

Prerequisites: RLSP 104, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Carolina Melgarejo-Torres

RLSP 200 (S) Advanced Grammar and Composition through Literature

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

Class Format: discussion

Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor

Enrollment Limit: 19

Expected Class Size: 10-19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 201 (F) The Spanish Labyrinth

Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country is a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War, and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio-political background and reference. *Conducted in Spanish.*

Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Spanish majors and certificate candidates

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.

Class Format: mixture of lecture, discussion, and writing workshop

Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive feedback from the professor with the goal of strategic revision.

Spring 2020

SEM Section: 01 MWF 9:00 am - 9:50 am Jennifer L. French

RLSP 203 (F) From Modernismo to El Boom de la Novela

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

RLSP 205 (F) The Latin-American Novel in Translation (DPE)

Cross-listings: RLSP 205 COMP 205

Primary Cross-listing

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; Lispector, *The Hour of the Star* lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*. Conducted in English

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 22

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not carry credit for the Spanish major or the certificate

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 205 (D1) COMP 205 (D1)

Difference, Power, and Equity Notes: This course offers students an opportunity to read some major works of fiction that have challenged the ¿canon¿ of European and American literature. Through the readings, class members will understand that great literature comes not only from London or Paris, from the U.S. or Russia. Several of these novels, moreover, directly challenge European and Western cultural hegemony and make an implicit claim for the legitimacy of Latin American cultural concerns.

Attributes: GBST Latin American Studies Electives

Not offered current academic year

RLSP 206 (S) Latin-American Civilizations

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Class Format: seminar

Requirements/Evaluation: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 209 (F) Spanish for Heritage Speakers

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts.

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am Carolina Melgarejo-Torres

RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.* This course fulfills the pre-1800 requirement for the Spanish major

Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Leyla Rouhi

RLSP 214 (S) "Ecologismo": Literature, Culture and the Environment in Latin America (DPE)

Cross-listings: RLSP 214 ENVI 218

Primary Cross-listing

How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues? How does Latin America's environmental imaginary differ from those of the

U.S. and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano (Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.

Requirements/Evaluation: brief response papers, as well as three 5- to 7-page essays based on close-readings of literary and cultural texts

Prerequisites: RLSP 105, placement exam results, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish and Environmental Studies majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 214 (D1) ENVI 218 (D1)

Difference, Power, and Equity Notes: This course is inspired by and organized around Arturo Escobar's notion of "the political ecology of difference:" our work throughout the semester aims to understand the myriad ways in which "difference"--economic, ecological, and cultural--informs Latin American responses to environmental degradation.

Not offered current academic year

RLSP 220 (S) Women on the Verge

Cross-listings: WGSS 222 RLSP 220

Primary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 222 (D2) RLSP 220 (D1)

Not offered current academic year

RLSP 225 (F) Subalternity, Dictatorship, and the Dream of Emancipation: Paraguay, 1811-Present

Paraguay is at once the most "typical" of Latin American countries and the most enigmatic. With a predominantly Guarani-speaking population, enormous disparities of wealth and poverty, and a political tradition that favors authoritarian dictatorship, Paraguay is also celebrated, in certain circles, as the only Latin American nation that actually achieved economic and political independence when the other republics were fast becoming economic dependencies of Britain and the US in the 19th century. This course explores the subjects of subalternity, dictatorship, and the "dream of emancipation" in Paraguay's cultural production of the 19th, 20th, and 21st centuries. We will examine together the writings of the brilliant novelist Augusto Roa Bastos, especially *Son of Man* and *I the Supreme*; stories and poems by Teresa Lamas, Josefina Pla, and others; Paraguay's rich and vibrant tradition of visual art; and works of classic and contemporary film. *Conducted in Spanish.*

Class Format: seminar

Requirements/Evaluation: three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

RLSP 230 (F) Mexican Literature and Film

This course will offer a survey of the rich and varied cultural production of Mexico, from the colonial period to the present. Students will explore a variety of literary genres (novels and shorter works of prose fiction, poetry and essays) as well as film, journalism and other kinds of cultural production within a framework of historical contextualization and formal analysis. Conducted in Spanish.

Requirements/Evaluation: essays, oral presentations, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 251 (F) Somos Sur: US-Mexico-Central American Borderlines (WS)

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission of the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

RLSP 274 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: COMP 286 WGSS 275 RLSP 274

Primary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product. .

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 286 (D1) WGSS 275 (D1) RLSP 274 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 280 (S) From Roma to Yalhalh: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Roxana A. Blancas Curiel

RLSP 303 (S) Cervantes' "Don Quijote"

A close study, in Spanish, of one of the most influential and early European novels. Don Quijote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quijote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

Class Format: discussion conducted in Spanish

Requirements/Evaluation: active participation, two short papers, and a final project in close consultation with the instructor

Prerequisites: any RLSP 200-level literature class taken at Williams, or permission of the instructor

Enrollment Limit: none

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course fulfills one of the requirements for the Spanish major

Distributions: (D1)

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Leyla Rouhi

RLSP 306 (S) Latino Writing: Literature by U.S. Hispanics

Cross-listings: COMP 302 RLSP 306

Primary Cross-listing

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Class Format: tutorial

Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)

Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor

Enrollment Limit: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 302 (D1) RLSP 306 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

RLSP 308 (S) The Subject of Empire: Race, Gender and Power in the Colonial Era

This class studies Latin American literature of the colonial era (1492-1898) from the perspective of the constitution of the subject: the autobiographical 'yo' that is both the subject of discourse and the object of sovereign power. Our readings will include the most outstanding texts of the group collectively known as the Chronicles of the Conquest--the letters of Christopher Columbus and Hernán Cortés and Bernal Díaz del Castillo's *True History of the Conquest of New Spain*, among others--whose authors endeavor to establish their historical authority and legitimate their actions before the Spanish king. We will also read later works in which racially and sexually marginalized subjects struggle to contest the identities and the conditions imposed on them by a distant sovereign through far-reaching institutional networks: the *mestizo* historian known as El Inca Garcilaso de la Vega, the cross-dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz, and the slave Juan Francisco Manzano.

Requirements/Evaluation: one short (7-page) paper, one longer (15-20 page) paper, proposal, bibliography, discussion-leading

Prerequisites: one RLSP course at the 200-level or above or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: GBST Latin American Studies Electives

Spring 2020

RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied.

Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

Requirements/Evaluation: three 8-page papers, an oral report, a final 3-page paper, and class participation

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Spanish majors, Latina/o Studies concentrators

Expected Class Size: 5-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

Not offered current academic year

RLSP 322 (S) Islam in Spain

Cross-listings: RLSP 322 ARAB 322

Primary Cross-listing

The presence of Islam--in all its diverse manifestations--is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works--primarily of literature, though we will supplement with other texts--in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration. *Conducted in Spanish*

Class Format: seminar

Requirements/Evaluation: two short papers, oral presentations, one final project

Prerequisites: any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish majors, Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 322 (D1) ARAB 322 (D1)

Not offered current academic year

RLSP 366 (S) The Exemplary Fiction of Miguel de Cervantes

Miguel de Cervantes (1547-1616) is considered by some to be the father of the modern novel, and known worldwide for authorship of *Don Quijote*.

This course will offer students the opportunity to read another body of work by Cervantes: his collection of short prose works collectively titled *Las novelas ejemplares*. Attention will be given to the structure and design of the tales, the socio-political and literary context that shaped them, and the often unsettling implications of Cervantes' approach to themes such as honor, social and moral presuppositions, marriage, adultery, and the place of representation in art and life.

Requirements/Evaluation: active and meaningful participation; three short assignments

Prerequisites: any RLSP 200 taken at Williams, results of the Williams College Placement Test, or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

RLSP 401 (F) Climate Changes (Latin America): Aesthetics, Politics, Science

Cross-listings: RLSP 401 ENVI 301

Primary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

Requirements/Evaluation: rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

Prerequisites: one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Unit Notes: this is the senior seminar required for all Spanish majors

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 401 (D1) ENVI 301 (D1)

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Jennifer L. French

RLSP 402 (S) Senior Seminar Madrid: 1939-2004

In this course we will examine life in Madrid during two key periods: the Franco Dictatorship (1939-1975), and the first four decades of democracy (1975-2016). We will consider how representations of urban landscapes (churches, convents, prisons, museums, slums, bars and schools) have

shaped and reflected the lives of madrileñas and madrileños past and present. We will study works by 20th century and contemporary Spanish authors, filmmakers, photographers, and journalists, as well as period advertisements and examples of popular culture. How was Madrid's image as international capital of art, sun, soccer and bullfighting forged? What remnants of the past lurk behind this appealing façade? How do the Atocha train Station bombings of 2004 relate to unresolved political tensions from 1939?

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay

Prerequisites: any 300 level RLSP course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Spanish majors and certificate candidates

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 403 (F) Senior Seminar: Early Modern Love and Marriage

We might think that love is a natural human feeling and marriage its happiest consequence, but in fact these two conditions are among the most carefully constructed phenomena in any society, highly dependent on time period and place. In this senior seminar we will focus on pre-modern Iberia to study the many manifestations and constructions of love (and marriage), several of which continue to influence definitions of both to this day. We will look at sacred, profane, family, and married love through treatises, medical writings, plays, short stories, poems. Our theoretical underpinnings will come from reflections on love from the time period under consideration as well as contemporary critiques of love and marriage. Primary sources will include early lyrical traditions, the poetry of King Alfonso X, the works of Santa Teresa, Lope de Vega, Calderón de la Barca, Cervantes, among others. Conducted in Spanish.

Requirements/Evaluation: regular presentations, two to three short papers, one research paper preceded by class presentation, active participation and regular attendance required

Prerequisites: any 300-level RLSP course or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: senior Spanish majors and Comparative Literature seniors with Spanish focus

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

RLSP 493 (F) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA Jennifer L. French

RLSP 494 (S) Senior Thesis: Spanish

Spanish senior thesis; this is part of a full-year thesis (493-494).

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA Jennifer L. French

RLSP 497 (F) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA Jennifer L. French

RLSP 498 (S) Independent Study: Spanish

Spanish independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA Jennifer L. French

Winter Study -----

RLSP 25 (W) Somos Sur: Mexico-Central American Borderlines and Visual Culture

Cross-listings: RLSP 25 LATS 25

Primary Cross-listing

What are borderlines? How have they been created and how do they affect the lives of those who cross or are being crossed by these borders? Motivated by the attention that borders have drawn recently with the caravans of Central Americans traveling north, we propose a trip to Chiapas, Mexico to explore the realities of the communities, activists, and border entities. This trip will engage students with the visual response and the relationship with spaces created in these borderlands. The class will meet for an intensive week of class on-campus with readings and discussion followed by a 10 -12 travel to Chiapas with Borderlinks. The Borderlinks pedagogical model is based on "dynamic educational experiences that connect divided communities, raise awareness about the impact of border and immigration policies, and inspire action for social transformation." Their leaders accompany the delegation at all times. Mellon Post-doctoral Fellow at Williams 2018 - 2020.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: based on statement of interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$3,208

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 25 LATS 25

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Jane E. Canova, Roxana A. Blancas Curiel

RLSP 30 (W) Honors Essay: Spanish

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Jennifer L. French

RLSP 88 (W) Spanish Sustaining Program

Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program. Check your class schedule to confirm enrollment.

Grading: pass/fail option only

Winter 2020

LAB Section: 01 M-F 9:00 am - 9:50 am Ricardo J. Rivera

RLSP 99 (W) Independent Study: Spanish

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Jennifer L. French

THEATRE (Div I)

Chair: Associate Professor David Gürçay-Morris

- Robert E. Baker-White, Professor of Theatre
- Deborah Brothers, Costume Director and Lecturer in Theatre
- David Gürçay-Morris, Chair and Associate Professor of Theatre
- Amy S. Holzapfel, Professor of Theatre; on leave 2019-2020
- Ilya Khodosh, Visiting Lecturer in Theatre
- Carolyn Mraz, Visiting Lecturer in Theatre
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: Theatre Department; on leave Fall 2019
- Shanti Pillai, Assistant Professor of Theatre
- Omar A. Sangare, Professor of Theatre

The Department of Theatre is committed to the merging of embodied practice and scholarship in the fields of theatre and performance studies. The curriculum is dedicated to the study, practice, appreciation, and interpretation of theatre, performance, and other time-based arts. The major in Theatre emphasizes the collaborative nature of the theatre and performance making by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying theatre and performance as artistic phenomenon and as interpretive tools. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The Major in Theatre consists of nine courses, including the following:

Theatre 101 The Art of Playing: An Introduction to Theatre and Performance

Theatre 201 Worldbuilding: Staging and Design For The Theater

Theatre 301 Embodied Archives: Global Theatre & Performance Histories

Theatre 406 Practicing Theory: Senior Seminar

Five additional elective courses must be taken from the department's other offerings (including courses cross-listed with Theatre). Two of the five electives must be taken at the 200-level or higher by the end of the student's junior year, and an additional two of the five must be taken at the 300-level or higher by the time of graduation. Substitutions of other Williams' courses, or of Study Abroad courses, may be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices and in mapping a route through the major.

Production Requirement for the Theatre Major:

All majors in Theatre are required to participate in a *minimum of four* department productions. Participation in at least *one* of these four must be in stage management. Assignment to productions in stage management must be made in consultation with the department Chair. Students participating in a production will be enrolled in THEA 290-299: Theatre Department Production as a partial-credit, fifth course, admitted by permission of the department Chair and evaluated on a Pass/Fail basis only. Students remaining in the course beyond the sixth week of the start of a term will be graded by the instructor. Enrollment is by audition or appointment within the Theatre department. Students who do not wish to enroll for credit will be given the opportunity by the department to be removed from the course. Rehearsals for productions are scheduled TBA, based on the availability of the ensemble, and do not conflict with other academic commitments, such as evening courses or evening exams. The department normally produces three productions per academic year. Students may enroll in multiple productions in the same semester and may repeat a production course by permission of the department Chair. *For each departmental production they participate in, a student will receive a partial credit of .5 on their College*

transcript. Production credits do not accrue, nor do they count towards a student's 32 required course credits for graduation.

THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The project description is a written essay of approximately 750-1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposal, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. The portfolio will be comprised of four parts:

The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.

The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.

The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that the student feels have had particular relevance in their Theatre education to date. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg. Generally, annotations should be one or two paragraphs long.

The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and their project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

THEA 101 (F) The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: COMP 151 THEA 101

Primary Cross-listing

An introduction to the global art and practice of making theatre. Students will learn basic principles of different approaches to the actor's labor, alongside the history, aesthetics, and literature associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, discussions, attendance at live performances, and workshops with guest artists and faculty, we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from the fields of theatre and performance studies. As a capstone project, students will stage and perform selected scenes before an audience, using practical and interpretive skills gained from the course. This course is open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401. Class will meet on Fridays when time is needed for studio exercises, rehearsals, mentoring student projects, or guest artist workshops.

Class Format: course will include both a seminar (1 hour and 15 minutes/week) and studio (2 hours and fifteen minutes/week); the total class meeting time will be 3 hours and 30 minutes per week

Requirements/Evaluation: two 5-page critical essays, journal reflections, performance projects, and active participation in discussions and studio exercises

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 151 (D1) THEA 101 (D1)

Fall 2019

SEM Section: 01 MW 11:00 am - 12:50 pm Shanti Pillai

LAB Section: 02 F 11:00 am - 12:50 pm Shanti Pillai

THEA 102 (F) In the Room Together: An Introduction to Dance, Theatre, and Live Performance

Cross-listings: ARTS 102 DANC 102 THEA 102

Primary Cross-listing

This course offers an introduction to the time-based art of performance, focusing on the embodied and social act of collaboration. Students will explore through a rotating studio and seminar-based format methods for creating and approaching art across a range of time-based media (dance, theatre, performance art, social media, spoken-word poetry), providing a foundation for the expression of ideas through performance. Over the term, students will develop, workshop and perform site-specific pieces, culminating in a final public presentation to the community. Through independent research projects, writing and class discussion, students will study makers whose work unsettles the boundaries of dance, theatre, and performance, such as: Anne Bogart, Bill T. Jones, Pina Bausch, Meredith Monk, Lin Manuel-Miranda, E. Patrick Johnson, Young Jean Lee, and Beyoncé. Evaluation will be based on an assessment of the student's work, participation, commitment, practice, curiosity, creativity, and collaboration with peers. Students will be required to attend '62 Center Series programming as may be required to attend other performance events as well. This course is open to students at all levels of experience and is a gateway and requirement to the major in Theatre.

Requirements/Evaluation: assignments will include writing reflections, showings of works in progress, oral presentations, a final performance, and a 5- to 7-page curatorial paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: students considering the major or already majoring in Theatre

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course serves as the gateway to the major in Theatre and is a prerequisite for several courses in the Theatre major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 102 (D1) DANC 102 (D1) THEA 102 (D1)

Not offered current academic year

THEA 103 (F) Acting: Fundamentals

In this course students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination, and will increase their self-awareness, confidence, creativity, and other skills that are useful in social situations, public speaking, and theatre performances.

Requirements/Evaluation: committed participation in class, preparation and performance of assigned material, and some modest written assignments

Prerequisites: none

Enrollment Limit: 14

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

STU Section: 01 M 1:10 pm - 3:50 pm Omar A. Sangare

STU Section: 02 M 7:00 pm - 9:40 pm Omar A. Sangare

THEA 120 (S) Introduction to Performance Art

Cross-listings: ARTS 120 THEA 120

Secondary Cross-listing

Historically, artists have turned to performance art during times of collective trauma to observe, analyze, and deconstruct established systems of power. This course will explore the legacy, theory, and practice of this radical and subversive genre. Equal parts studio and seminar students will engage in open dialogue based on assigned readings, screenings, and museum/gallery visits. Starting with the emergence of Dadaism during World War I, and exploration of works by artists that will include: Adrian Piper, David Hammons, Lynda Montano, Chris Burden, Clifford Owens, and Anna

Mendieta, students will gain an understanding of the mechanisms of performance: The body as object, The Gaze (the dynamics of viewing/being viewed), active and inactive participants, and breaking the fourth wall. This class is open to all students that are willing to embrace the awkwardness of their humanity and the vulnerabilities of our collective bodies.

Class Format: combined studio/seminar

Requirements/Evaluation: completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend scheduled lectures, museum/gallery trips

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art Studio majors, first-years, sophomores

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$100 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 120 (D1) THEA 120 (D1)

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Allana M. Clarke

THEA 125 (F) Theater and Politics (WS)

Cross-listings: THEA 125 ENGL 125

Secondary Cross-listing

When Plato designed his ideal republic, he excluded theater from it, arguing that indulging in the charms of theatrical representation would make men poor governors of themselves and thus threaten the integrity of fledgling Greek democracies. In the twentieth-century, however, the work of younger artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud provocatively suggested that theater itself could remedy the ills that Plato thought it aggravated by restoring to the people the productive power that the passively on-looking masses had ceded to the charisma of dictators. Today, as rapid changes in media daily transform the way in which we experience the world and understand our place within it, artists, critics, and philosophers continue to draw on the terms of historical debates about theater in attempts to understand the political significance of technologically enhanced forms of global spectatorship, asking what becomes of the traditional roles of viewers and directors on the new world-stage, in an age when revolutions are triggered by cell phone images, but advertising campaigns are also customized to consumers based on automated scans of private information like email. In this seminar, students take a historical approach to these urgent contemporary questions, analyzing the politics of theater in literature, criticism, film, and philosophy from antiquity to the present.

Requirements/Evaluation: three papers of increasing length and complexity, one of which you will revise, totaling 20 pages of finished writing, and a portfolio of interpretive questions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 125 (D1) ENGL 125 (D1)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, substantive feedback on writing assignments, and revision in response to that feedback.

Fall 2019

THEA 129 (S) Institutional Critique (DPE)

Cross-listings: ARTS 129 THEA 129

Secondary Cross-listing

This introductory course will investigate the performance potential of the radical art making methodology known as Institutional Critique. Influenced by Situationalism, and the Fluxus movement, Institutional Critique emerged as a way for artists to respond to the art worlds elitism, monopoly on culture, and dependency on Capitalism. Through collaborative performance based projects and readings students will explore the possibility of art to critically intervene in the hegemonic order and insight change within power relationships. We will also explore related movements such as Socially Engaged Practice, a term that describes art that is participatory and focuses as people as the medium. Artists covered will include: Thomas Hirshhorn, Tim Rollins, and Andrea Fraser. You do not need any prior experience just a willingness to use the power of voice and body.

Requirements/Evaluation: three collaborative projects, final independent project, readings, active participation, museum gallery visits, quality of work

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$125 lab fee

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 129 (D1) THEA 129 (D1)

Difference, Power, and Equity Notes: Through a diverse selection of essays, visual art, and contact with prominent voices operating at the intersection of theory and practice students will examine how the concentration of power in the United States and Europe has contributed to inequities within educational, legislative and artistic institutions. Students will then transfer what they've learned to a research based visual practice that priorities social discourse.

Not offered current academic year

THEA 141 (F) Opera

Cross-listings: THEA 141 MUS 141

Secondary Cross-listing

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 141 (D1) MUS 141 (D1)

Not offered current academic year

THEA 150 (S) The Broadway Musical (DPE)

Cross-listings: MUS 150 THEA 150

Secondary Cross-listing

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

Class Format: discussion

Requirements/Evaluation: a midterm, a brief paper, an 8-page paper, and a final exam

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 150 (D1) THEA 150 (D1)

Difference, Power, and Equity Notes: We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm W. Anthony Sheppard

THEA 201 (S) Worldbuilding: Design for the Theater

Cross-listings: ARTS 201 THEA 201

Primary Cross-listing

This course examines designers' creative processes as they work to imagine the fictional worlds of theatrical productions. Over a series of practical projects in multiple design disciplines, we will develop techniques for eliciting an initial creative response to a text; developing that response into a point-of-view; communicating that point-of-view with collaborators; and solving the practical needs of the production. Particular emphasis is placed on how design elements synthesize with each other (and with the imagined work of the actors and director) to form the larger intellectual, emotional, and physical context of the production as a whole. Students will adopt various creative roles over a series of projects, giving exposure to the working processes of designers specifically, and that of all collaborators in a theatrical production more generally. Methodologies for critical feedback, as well as presentation skills and techniques, will be taught as crucial elements of the artistic and collaborative process.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion of four design projects plus a month-long final

Prerequisites: THEA 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

Materials/Lab Fee: \$125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 201 (D1) THEA 201 (D1)

Spring 2020

STU Section: 01 MW 11:00 am - 12:50 pm Friday Org Mtg 11:00 am - 12:50 pm David Gürçay-Morris

LAB Section: 02 W 1:10 pm - 3:50 pm David Gürçay-Morris

THEA 202 (F) Ways of Knowing: Music, Movement, Memory

Cross-listings: THEA 202 AFR 215 WGSS 215 DANC 215

Primary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theater majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 202 (D1) AFR 215 (D1) WGSS 215 (D1) DANC 215 (D1)

Not offered current academic year

THEA 204 (S) Acting: Scene Work

Students will continue to develop technical skills, and the emotional and intellectual resources, required for the actor. The focus will be on the issues of characterization, textual understanding and emotional depth. The means of study and experimentation will be intense scene work requiring thorough preparation and creative collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be from the early realist works onward. Students will be expected to have had previous acting or performance experience, either through completion of Theatre 101, 102, or 103 or through other relevant production experience.

Requirements/Evaluation: although there will be some modest written assignments, evaluation in the course will principally reflect the degree of committed participation in the preparation and performance of acting exercises

Prerequisites: THEA 101, 102, or 103, or permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Theatre majors or prospective Theatre majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Unit Notes: this course is intended for students coming out of THEA 101 who are interested in continuing with acting

Distributions: (D1)

Not offered current academic year

THEA 206 (S) Directing for the Stage

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.

Requirements/Evaluation: committed participation in the preparation and performance of production exercises; there will be some written assignments

Prerequisites: Theatre 101 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theatre majors and prospective Theatre majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

STU Section: 01 T 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Robert E. Baker-White

THEA 207 (S) Acting: Physical Theatre and Body Language

This semester Theatre 207 will focus on processes of Physical Theatre. The class is open to students interested in developing their ability in communication through the art of body language. Assigned research, analysis, discussions, and improvised exercises on stage will give us the opportunity to expand our understanding of physical vocabulary and will help us to express our intentions by evocative behavior. Based on various theatre techniques, this course will hone artistic skills for performance and improve students' confidence in their interactions with other people.

Requirements/Evaluation: committed participation in class, and preparation and performance of assigned material

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 208 (F) Voice, Speech & Song for the Actor

Continuing the vocal technique work in THEA 205, this course provides an intense practice that further deepens the body-voice connection, builds and troubleshoots speech technique, and expands vocal strength, range and endurance through song. Through incorporating the resonator techniques of Roy Hart and Meredith Monk, the speech drills of Edith Skinner and the fundamentals of musical training for the voice, students finish the course able to complete an hour long full voice/speech/song work out. In addition to building a repertoire of voice, speech and singing drills; students will explore how to "act" a song, combining speaking and singing, using songs from the plays of Bertolt Brecht.

Requirements/Evaluation: attendance, participation, drills, and tests on technique

Prerequisites: Intro to Acting (100-level course) or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Theatre majors, then Music majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Not offered current academic year

THEA 211 (F) Performing Greece

Cross-listings: CLAS 211 THEA 211 COMP 248

Secondary Cross-listing

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators as written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. From the Homeric epics and the masterpieces of Greek tragedy and comedy to the speeches and dialogues of Demosthenes, Thucydides, and Plato, we will survey the evidence for the musical, visual, and embodied aspects of Greek literature. At the same time, we will reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagining of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek civilization, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. In addition to a wide selection from Greek poetry, drama, and prose, our readings will include works by ancient and modern theorists of performance and culture. *All readings are in translation.*

Requirements/Evaluation: class participation, two essays (5 pages), midterm, final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 211 (D1) THEA 211 (D1) COMP 248 (D1)

Not offered current academic year

THEA 212 (F) From Stage to Page: Writing about Dance

Cross-listings: THEA 212 DANC 212

Secondary Cross-listing

We commonly understand the word "choreography" to mean the creation of dance movement. The Greek roots of choreography, however, are *choreia* (the synthesis of dance, music and singing) and *graphein* (to write). For centuries, people have attempted to pin dance down on the page, translating an ephemeral, embodied performance art into written form. In this writing-intensive tutorial, students will investigate four major modes of dance writing: dance notation or scoring, dance criticism, dance ethnography, and dance history, with a shorter fifth unit on a new avant-garde form, "performative writing." Students will study important examples of each form, such as Rudolf Laban's famed system of dance notation and Katherine Dunham's ethnographic account of dance in Jamaica, *Journey to Accompong*. Students will then delve into each form of writing themselves. For example, they will work with Mellon Artist-in-Residence Emily Johnson as "scribes" for her creative process, attend live dance concerts at the '62 Center and Mass MoCA as the basis for writing pieces of dance criticism, conduct participation-observation research by attending social dance events to write mini-ethnographies of their experiences, and work with librarians to learn about resources at Sawyer for researching dance history.

Class Format: tutorial

Requirements/Evaluation: short analytical papers every other week, preparedness for being a respondent and discussant

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first and second year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 212 (D1) DANC 212 (D1)

Not offered current academic year

THEA 214 (S) Writing for Stage and Screen

Cross-listings: ENGL 214 THEA 214

Primary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

Requirements/Evaluation: a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

Prerequisites: students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors; Comparative Literature majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 214 (D1) THEA 214 (D1)

Attributes: FMST Related Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ilya Khodosh

THEA 215 (F) Performance Ethnography (DPE)

Cross-listings: DANC 214 GBST 215 THEA 215 AMST 214 ANTH 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

Class Format: community-based field work

Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political

(broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Munjulika Tarah

THEA 216 (S) Asian-American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Requirements/Evaluation: reading responses and essays, class participation, and presentations

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216 (D1) DANC 216 (D1) GBST 214 (D2) AMST 213 (D2)

Difference, Power, and Equity Notes: This course introduces students to the history of Asian-Americans through an analysis of performances by diasporic artists. Student will explore how race was central to the formation of the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned course material provide examples of how diasporic artists address these differences in power relations, hold systems of inequality accountable, and claim agency.

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Munjulika Tarah

THEA 220 (F) Greek Tragedy

Cross-listings: THEA 220 COMP 220 CLAS 202

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

Requirements/Evaluation: class participation, several essays, brief oral presentations

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 220 (D1) COMP 220 (D1) CLAS 202 (D1)

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

THEA 222 (S) Solo Performance

In this tutorial, students will study the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform their own piece at the end of the semester in a final public performance. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing (set, lighting, costume, and sound), publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome.

Requirements/Evaluation: creating a script, building a character, developing various aspects of design, performing a solo piece, and writing a self-evaluation at the end of the semester

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: to be determined by instructor

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 9:00 pm - 10:00 pm Omar A. Sangare

THEA 224 (F) Interdisciplinary Approaches

Cross-listings: ARTS 224 THEA 224

Secondary Cross-listing

In this studio course students will acquire the ability to think conceptually across artistic mediums by working in an interdisciplinary manner. Projects will investigate ideas of the artists body in contemporary art, memory, socio-political specificities, time, and abstraction. Students will be introduced to and create work with the 35mm film camera, the black & white darkroom, digital video, performance methods, and interactive installation. Students will gain additional hands on experience by engaging with invited artists, visiting museum exhibitions, and meeting with curators. Artists covered will include: David Hammons, Bruce Nauman, William Cordova, Taryn Simmon, Singa Ningudi, and Jennie C. Jones. No prior experience necessary.

Requirements/Evaluation: completion of three assigned project and independent final project, active class engagement during critique, quality of work, and development of technical skill

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: none, if over-enrolled Art Studio majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$250 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 224 (D1) THEA 224 (D1)

Fall 2019

STU Section: 01 M 7:00 pm - 9:40 pm Allana M. Clarke

THEA 225 (F) Gender and Sexuality in Asian American Theater

Cross-listings: COMP 218 THEA 225 WGSS 225

Secondary Cross-listing

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 218 (D1) THEA 225 (D2) WGSS 225 (D2)

Not offered current academic year

THEA 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social

inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

THEA 227 (S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture

Cross-listings: CHIN 227 THEA 227 COMP 227

Secondary Cross-listing

This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and *Kun* Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 227 (D1) THEA 227 (D1) COMP 227 (D1)

Not offered current academic year

THEA 228 (S) Performance Practices of Global Youth Cultures

Cross-listings: GBST 228 THEA 228

Primary Cross-listing

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined "youth" by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

Class Format: reading and discussion

Requirements/Evaluation: includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: seniors and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 228 (D1) THEA 228 (D1)

Spring 2020

SEM Section: 01 M 1:10 pm - 3:50 pm Thursday Org Mtg 8:00 pm - 8:25 pm Shanti Pillai

THEA 229 (S) Modern Drama

Cross-listings: ENGL 202 COMP 202 THEA 229

Primary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

Requirements/Evaluation: two 5-page papers; regular journal responses; a final exam; and active participation in class discussions

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre, English, and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is strongly recommended for any students majoring in Theatre

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 202 (D1) COMP 202 (D1) THEA 229 (D1)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm James L. Pethica

THEA 240 (S) Queer Drama (DPE)

Cross-listings: WGSS 237 THEA 240

Primary Cross-listing

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 237 (D2) THEA 240 (D1)

Difference, Power, and Equity Notes: This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Not offered current academic year

THEA 241 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

THEA 244 (F) Tools for Theatre-Making: Introduction To Theatre Technology

This course will cover the fundamental technology employed in theatrical design disciplines including scenery, lighting, costumes, sound, and video/projection. Students will gain a practical working knowledge of theatre technology and organization, including overviews of performance spaces, design practices, technical production methods, management, and collaborative structures in performance-making. Students will participate in design and technical production labs, attend lectures, and may be required to participate as production crew on one or more departmental productions.

Requirements/Evaluation: weekly practical projects, participation in department productions, and committed, focused participation make up the majority of the evaluation elements for this course

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: \$50

Distributions: (D1)

Fall 2019

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

THEA 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: AMST 249 GBST 246 THEA 246

Primary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 249 (D1) GBST 246 (D1) THEA 246 (D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Shanti Pillai

THEA 247 (S) Music for Theater Production

Cross-listings: THEA 247 MUS 247

Secondary Cross-listing

Music written to accompany or to "point up" the action or mood of a dramatic performance on stage can be traced to Ancient Theater. Are the labels of incidental and background music appropriate or patronizing for this genre? What is the difference between the composition of "incidental music" and sound designing? How does creating music to accompany a play differ from writing concert music or music for film, ballet, opera, or musical theater? What makes for effective incidental music? How does the music interact with the spoken drama? Students will discuss music composed for selected plays and will compose music for a scene of a play drawing upon pre-existing works, or creating their own. Format: tutorial. During the first and last weeks of the semester, students will attend two group classes. In the other weeks, students will meet with the instructor in pairs for a one-hour session. Students will write and present a 5- to 6-page paper every other week and a 1- to 2-page response to their partner's paper in the alternate weeks.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five papers/presentations, and five responses

Prerequisites: ability to read music and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Music and Theater Majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 247 (D1) MUS 247 (D1)

Not offered current academic year

THEA 249 (F) Staging Race and Gender (DPE)

Cross-listings: ENGL 249 THEA 249 WGSS 269

Secondary Cross-listing

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as *Queen Sugar*, *This Is Us*, *Atlanta*, and *The Chi*.

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 249 (D1) THEA 249 (D1) WGSS 269 (D1)

Difference, Power, and Equity Notes: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

THEA 250 (F) Gender, Sexuality and Modern Performance

Cross-listings: THEA 250 ENGL 253 WGSS 250 COMP 247

Primary Cross-listing

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the *still* understudied role of women in the arts, we will focus primarily on the transsecurialities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical

argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250 (D1) ENGL 253 (D1) WGSS 250 (D1) COMP 247 (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

THEA 251 (S) Offensive Art

Cross-listings: THEA 251 PHIL 251

Secondary Cross-listing

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just recently, the magazine *The Nation* apologized for publishing Anders Carlson-Wee's poem adopting the voice of a homeless person, writing "We are sorry for the pain we have caused to the many communities affected by this poem." At Williams College a mural in The Log was temporarily boarded over, Herman Rosse's painting "Carnival of Life" was removed from the '62 Center, and the Theater department cancelled the production of Aleshea Harris' *Beast Thing*. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's *Republic* and John Stuart Mill's *On Liberty*), contemporary articles, and works of art in various media. *Trigger Warning:* all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be offended then this course is not for you. This course is part of the John Hyde Teaching Fellowship.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, juniors, then sophomores in that order

Expected Class Size: 17

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: potential additional material costs if individual students opt for final projects in other media

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 251 (D1) PHIL 251 (D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Steven B. Gerrard, David Gürçay-Morris

SEM Section: 02 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Steven B. Gerrard, David Gürçay-Morris

THEA 255 (S) Performing Shakespeare

This tutorial course will challenge students to interpret and perform characters and scenes from a considerable variety of Shakespeare's work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. Written assignments, explicating and contextualizing artistic choices, will accompany presentations. Over the course of the semester, assignments will ask students to grapple with particular challenges of Shakespeare's drama (including, for instance, the technical aspects of speaking the verse, and the accompanying challenge of performing in the Elizabethan tradition of "open space"). Other assignments will ask students to consider specific interpretive traditions (feminist, phenomenological, queer studies, post-modern) in preparing their work for presentation. Plays studied will include tragedies (*Macbeth*, *Anthony and Cleopatra*, *Othello*), comedies (*The Merchant of Venice*, *A Midsummer Night's Dream*, *Twelfth Night*), and histories (*Richard II*, *Richard III*); theorists assigned for additional readings may include Shirley Nelson Garner, Alan Sinfield, Harry Berger Jr., Arthur Little, Jr., Janet Adelman, William Worthen, Laurence Senelick, Bert States, and Stephen Greenblatt.

Class Format: in addition to weekly tutorial meetings, several group "lab" sessions will bring all course members together for larger collaborative work

Requirements/Evaluation: weekly performance presentations, weekly 3-page analytical papers, active participation in oral critique

Prerequisites: one college level acting class or significant comparable experience (permission of instructor)

Enrollment Limit: 10

Enrollment Preferences: Theatre majors, or those expressing possible interest in Theatre major

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

TUT Section: T1 TBA Robert E. Baker-White

LAB Section: T2 M 1:10 pm - 3:50 pm Robert E. Baker-White

THEA 256 (S) The Expressive Body

This course aims to allow students to develop the body's capacities for expression and reflect on the experience of movement. On one hand, we will enhance our potential as performers -- both in the rehearsal process and on stage. On the other, we will explore how training our corporeal intelligence can enrich our everyday lives. Studio sessions will seek to cultivate strength, endurance, flexibility, alignment, and balance so that we can gradually expand the body's range of safe possibilities as we begin to work with images, gesture, and emotions. Exercises will be drawn from a range of movement and theatrical techniques including yoga, Bharatanatyam, contemporary dance, Grotowski, butoh, and Schechner's Rasaboxes. Integral to our work will be consideration of the relationship between words, objects, and moving. Concurrently, we will read, write, and discuss some significant ideas about the consciousness of the body to expand our understandings of ourselves from various perspectives. The spirit of the class is one of bold investigation and refined observation in the context of supportive camaraderie as we all grapple with encountering the new, the surprising, and the wonderfully unexpected.

Class Format: includes both studio sessions and reading and discussion

Requirements/Evaluation: includes participation in studio exercises, in-class performance of monologues and group movement compositions, journal reflections, and two 2-page reading responses

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: seniors and juniors in the major

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

STU Section: 01 MW 9:00 am - 10:50 am Friday Org Mtg 9:00 am - 10:50 am Shanti Pillai

THEA 260 (F) Shakespeare on Page, Stage and Screen: Text to Performance (WS)

Cross-listings: COMP 290 ENGL 270 THEA 260

Primary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.

Class Format: seminar

Requirements/Evaluation: class participation, regular reading responses, three longer papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Theatre and English majors, and prospective majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 290 (D1) ENGL 270 (D1) THEA 260 (D1)

Writing Skills Notes: Four two-page readings response papers; three longer papers rising from 4 to 6+ pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Not offered current academic year

THEA 262 (F) Japanese Theatre and its Contemporary Context

Cross-listings: JAPN 260 COMP 262 THEA 262

Secondary Cross-listing

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? *All readings and discussion will be in English.*

Class Format: discussion

Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 260 (D1) COMP 262 (D1) THEA 262 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

THEA 265 (F) Digital Performance Lab

Cross-listings: THEA 265 SCST 265 STS 265

Primary Cross-listing

A collaborative laboratory investigating the intersection of live art and new media, this studio course explores the opportunities for (and problems of) performing through various media. Using audio, video, web-based, interactive, algorithmic, and analog platforms, students will perform research and create performances that examine liveness, broadcasting, digital stages, networking, and what it means to be both a spectator and a maker in the digital age. Students will develop technical and collaborative skills in artistic and new media production, gain fluency in contemporary theories of liveness, performance, and visual culture, and will research historical and current trends in mediatized performance practices.

Platforms/technologies/media forms that may be considered include Twitter, live radio, in-ear monitors, algorithmic composition, bots, video games, live streaming, VJ software, interactive audio, sensors, soundwalks, Snapchat, VR, and surveillance.

Requirements/Evaluation: bi-weekly projects and presentations, bi-weekly 2-page critical writing assignments, class participation, work ethic, and collaborative skills

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 265 (D1) SCST 265 (D2) STS 265 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

THEA 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

THEA 275 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Primary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

THEA 282 (S) Writing for Performance

Cross-listings: THEA 282 ENGL 280

Primary Cross-listing

This studio/seminar course is designed for students with some experience in creative writing and/or performance interested in a deep dive into the art of playwriting. What is a play? What distinguishes writing for performance from writing that is meant to be read? How do we craft a blueprint for a live event? In our rapidly evolving digital world, what sorts of stories and phenomena still ask to be experienced live? How are contemporary theater and performance makers pushing the boundaries of what "writing" means and what constitutes "liveness"? We will read works by Sharon Bridgforth, Sarah Ruhl, Tarrell Alvin McCraney, Tony Kushner, Branden Jacobs-Jenkins, Sarah DeLappe, Suzan-Lori Parks, Edward Albee, August Wilson, Chuck Mee, María Irene Fornés, Young Jean Lee, Stew, and Lightning Rod Special, who have deepened and widened the possibilities of the form. We will also write, beginning with exercises in character, dialogue, action, and world-building, and working toward a longer final project. Students will be expected to present their own work and respond to each other's work regularly. At the end of the term, we will present excerpts of our one-act length works as part of an open studio experience.

Requirements/Evaluation: in-class participation, critical/creative responses to readings, various writing exercises, final one-act performance piece, participation in final presentation

Prerequisites: students with some experience in creative writing and/or performance

Enrollment Limit: 14

Enrollment Preferences: students who have taken THEA 214/ENGL 214 or another creative writing course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 282 (D1) ENGL 280 (D1)

Not offered current academic year

THEA 285 (F) Scenic and Lighting Design for Performance

Cross-listings: THEA 285 DANC 285

Primary Cross-listing

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting and scenic design for performance. While grounded in a conceptual methodology for development of a design based in textual analysis and research, this course is equally concerned with providing instruction in the techniques and craft necessary for bringing a design to fruition, including: sketching, technical drafting, and model-making; basic physics and theories of color in both surfaces and light; the use of volume, movement, color, intensity, and texture as compositional and storytelling tools; the variety of stage lighting instruments and theatrical soft goods available, and their uses; writing cues; and the translation of concept into light plots, channel hookups, plans and elevations. We will use a variety of performance texts (plays, musicals, opera, and dance) to discover and explore the creative process from the perspective of scenic and lighting designers. The class format will be a combination of lectures, discussions and studio work.

Requirements/Evaluation: committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: up to \$125 for materials and copying charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 285 (D1) DANC 285 (D1)

Fall 2019

STU Section: 01 TR 11:20 am - 12:35 pm Jason Simms

LAB Section: 02 T 2:30 pm - 3:50 pm Jason Simms

THEA 286 (S) Sound Design

What is "sound" and how does it work within a design for live performance? Starting from that fundamental question, this course will examine creative, practical, and technical aspects of sound design within a theatrical setting, from the physics of sound and the mechanics of human hearing and perception to sound aesthetics, style, and function. We will learn to effectively analyze a range of scripts and source material, apply research, and make specific choices about world building that serve both the needs of the script and the artist's imaginative impulse. We will experiment with original sound design in a theater space, compare approaches, and learn to listen critically. We will consider how to integrate sound with the other design disciplines, and collaborate effectively to help to create a robust but coherent production.

Class Format: a combination of lectures, discussions, and studio work

Requirements/Evaluation: committed class participation and thoughtful, timely completion of all assignments and projects

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

Expected Class Size: 6

Grading: no pass/fail option, yes fifth course option

Materials/Lab Fee: \$50

Distributions: (D1)

Not offered current academic year

THEA 290 (F)(S) Theatre Department Production

Participation in the production program is offered as a partial credit fifth course, is open to all students, and can only be taken on a Pass/Fail basis. Theatre Majors are required to participate in four department productions, and must serve as stage manager for one of them. Depending on their role in the production process, students will be admitted to Theatre Production courses by permission of the department Chair, following casting and the assembly of the artistic and production team. Students may participate in a production in one of three major roles: stage management, performing (actor or actress, musician, dancer, etc.), or non-performing (director, designer, dramaturge, choreographer, music director, production manager, etc.). Stage managers or performers should expect to be in rehearsals, generally scheduled during the evening hours from 6-10PM, for up to twenty hours per week during a five to ten-week long production process, as well as up to ten hours per day during tech weekend and up to six hours per day during the performance run of the show. Non-performing roles may be expected to be involved in the production process before the start of rehearsals, participating in meetings, auditions, as well as a post-mortem process for each show. Entrance into a production for actors and major artistic roles are based on competitive auditions or prior experience. There is no online registration. Repeatable course numbers are designated as follows: 291 (Stage Management Production I); 292 (Stage Management Production II); 293 (Stage Management Production III); 294 (Performing Role Production I); 295 (Performing Role Production II); 296 (Performing Role Production III); 297 (Non-Performing Role Production I); 298 (Non-Performing Role Production II); 299 (Non-Performing Role Production III). Evening courses and exams will take precedence over half credit courses. Students may still participate in department productions even if they choose not to enroll for credit.

Requirements/Evaluation: participation in the collaboration, commitment to being a team player, dedication to the artistic process, and participation in the final public performance event

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 40

Grading: pass/fail option only

Distributions: No divisional credit

Fall 2019

STU Section: 01 TBA Robert E. Baker-White

Spring 2020

STU Section: 01 TBA David Gürçay-Morris

THEA 301 (S) Embodied Archives: Global Theatre and Performance Histories (DPE)

Cross-listings: THEA 301 COMP 303

Primary Cross-listing

History shapes bodies and is, in turn, shaped by bodies. Whose story is included in the archive? Whose story is left out? What remains over time? What disappears? Why? As theatre and performance historians, our task will be twofold: to study the past but also to question how its been constructed over time. Our obligations will include: handling, analyzing, and contextualizing primary sources; giving equal value to textual and embodied forms of knowledge preservation; taking into account the gender, race, class, status, and ethnicity of the historical participants who occupy the archive; and asking who benefitted from the ideological systems of a given age and who did not. Performance histories to be considered include: West-African Yoruba ritual; pre-Columbian performance in Mesoamerica; ancient Greek civic festivals; labor and guild theatres of Medieval England; print and Kabuki cultures of the Japanese Edo period; eighteenth-century celebrity portraiture across the circum-Atlantic; U.S. Civil War photography

and reenactment; and performance histories drawn from (or unseen by) the archives of Williams College. Our readings and approaches will be informed by leading performance and cultural studies critics, such as: Diana Taylor, Joseph Roach, Saidiya Hartman, Rebecca Schneider, Harvey Young, and Tavia Nyong'o. This course is required for Theatre majors and is a prerequisite for THEA 401.

Requirements/Evaluation: weekly "free-writing responses"; two "deep-reads" of archival materials; a 5-page midterm paper; a 10-minute oral report; and a final research project or presentation

Prerequisites: THEA 101, 102, 103, 201, 204 or by permission of instructor with evidence of equivalent 100-level course in Division I or Division II

Enrollment Limit: 18

Enrollment Preferences: Theatre majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 301 (D1) COMP 303 (D1)

Difference, Power, and Equity Notes: This course directly interrogates the power inequities of the historical archive and insists on acknowledging the value of embodied practice as a form of knowledge. Students will learn to question the authorship and ownership of the past by those who controlled its preservation. We will examine primary sources as contextually constructed rather than 'givens,' and we will seek to understand the status of those observers and participants whose stories comprise the archive of performance.

Not offered current academic year

THEA 305 (F) Project: Costume-Design, Performance, and Beyond

Cross-listings: ARTS 200 THEA 305

Primary Cross-listing

This course is an intensive study of costume design. Costume designers are always aware of the world around them. They look, listen, reflect, and record. They use inspiration, research, imagination, and innovation for their creations. They simultaneously observe the smallest detail while also picturing the larger world surrounding the pieces they develop. The course focuses on the designer's process, which entails in part: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills, and presentation of designs.

Requirements/Evaluation: multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance; students are required to attend two to three Theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work

Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Theater and Art Studio, sophomores and juniors

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Unit Notes: does not satisfy any requirements for the Art major

Materials/Lab Fee: \$100 lab fee charged to term bill

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 200 (D1) THEA 305 (D1)

Fall 2019

STU Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

THEA 308 (F) Directing: Bodies in Space and Time

This is a laboratory in which we will investigate the holistic art of directing live performance. The director is both a creator and interpreter. Students will

sharpen their visual, spatial, sonic, and kinesthetic sensibilities while developing a clear, cogent directorial voice. We will learn by doing. Assignments will involve hands-on directing projects presented in class for collective critique. Through these weekly assignments, directors will devise and discover strategies for collaboration and vocabularies of action and intention.

Class Format: 3 hours per week

Requirements/Evaluation: weekly directing projects leading up to a longer final project, reviews of live performances, a portfolio compiled over the course of the semester

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: Theater majors; if the course is overenrolled, students will submit an application

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

THEA 311 (S) Theorizing Shakespeare

Cross-listings: COMP 310 THEA 311 ENGL 311 WGSS 311

Secondary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice*, *Hamlet* and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) THEA 311 (D1) ENGL 311 (D1) WGSS 311 (D2)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

THEA 317 (F) Black Migrations: African American Performance at Home and Abroad

Cross-listings: COMP 319 ENGL 317 THEA 317 AFR 317 DANC 317 AMST 317

Secondary Cross-listing

In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: discussion

Requirements/Evaluation: class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 319 (D2) ENGL 317 (D2) THEA 317 (D1) AFR 317 (D2) DANC 317 (D2) AMST 317 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not offered current academic year

THEA 320 (S) Marlowe and Shakespeare (WS)

Cross-listings: ENGL 320 THEA 320

Secondary Cross-listing

In 1586, at the age of twenty-three, Christopher Marlowe wrote *Tamburlaine the Great*. Over the next six years-probably while moonlighting as a government spy-he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this class we will read Marlowe's *Edward II*, the first popular history play in English, and Shakespeare's *Richard II*; *The Jew of Malta* and *The Merchant of Venice*; *Doctor Faustus* and *Macbeth*. We will look at ways in which Marlovian preoccupations-with lurid violence, with debasement, with self-invention-resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness-shared to varying degrees with an audience-affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Julia Lupton and Stephen Greenblatt.

Requirements/Evaluation: two 5- to 7-page papers; a ten page final paper

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320 (D1) THEA 320 (D1)

Writing Skills Notes: Two 5- to 7-page papers. A 10-page final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm John E. Kleiner

THEA 328 (F) American Social Dramas

Cross-listings: AMST 328 SOC 328 COMP 325 THEA 328

Secondary Cross-listing

As Shakespeare wrote memorably in *As You Like It*, "All the world's a stage, and all the men and women merely players." Sociologists have heeded

Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of their choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 328 (D2) SOC 328 (D2) COMP 325 (D1) THEA 328 (D2)

Not offered current academic year

THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Cross-listings: COMP 330 AMST 331 THEA 330

Primary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 330 (D1) AMST 331 (D2) THEA 330 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Spring 2020

SEM Section: 01 R 1:10 pm - 3:50 pm Deborah A. Brothers

SEM Section: 02 W 1:10 pm - 3:50 pm Deborah A. Brothers

THEA 332 (F) Writing in the Margins: Race, Performance, Playgiarism (DPE)**Cross-listings:** COMP 358 THEA 332 ENGL 332**Primary Cross-listing**

There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. What does it mean to own a story? This seminar/studio course proceeds from a historical understanding that writing and performance are, and have always been, practices of plagiarism. We begin by looking at how bodies, thoughts, and words come to be understood as ownable property in the modern era, and how that process of commodification is inextricably tied to colonialism and the production of race. How do performance and bodily practices trouble our ideas about individual ownership? We look to writers and other artists of color who have plundered "classic" texts and radically reclaimed the colonial canon. We will read intertextual works by Suzan-Lori Parks, Young Jean Lee, Salman Rushdie, Cherrie Moraga, and others. Taking these artists as inspiration, students will choose a text as source material and write in the margins of that text to create new, re-visioned work.

Requirements/Evaluation: a 5-page paper, a performance analysis, a short creative work, and a longer final creative work**Prerequisites:** none**Enrollment Limit:** 14**Enrollment Preferences:** if the class is overenrolled, students will submit a letter of interest in the class**Expected Class Size:** 14**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 358 (D1) THEA 332 (D1) ENGL 332 (D1)

Difference, Power, and Equity Notes: This course approaches questions of ownership, race, and power both critically and creatively.**Not offered current academic year****THEA 335 (F) The Culture of Carnival****Cross-listings:** THEA 335 COMP 338**Primary Cross-listing**

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Requirements/Evaluation: regular active class participation, one oral presentation including a 5-page essay, one 15-page research final paper and participation in a group project/public parade**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** sophomores and first-year students**Expected Class Size:** 18**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 335 (D1) COMP 338 (D1)

Attributes: EXPE Experiential Education Courses**Not offered current academic year****THEA 336 (F) Boucicault to McDonagh: Irish Theatre, 1870 to the present****Cross-listings:** THEA 336 ENGL 364 COMP 360

Primary Cross-listing

A survey of Irish drama since 1870, to include plays by Dion Boucicault, Oscar Wilde, W.B. Yeats, J.M. Synge, Lady Gregory, George Bernard Shaw, Douglas Hyde, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Marina Carr, Frank McGuinness, Conor McPherson, and Martin McDonagh.

Requirements/Evaluation: 18+ pages of writing, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors, English and Comparative Literature majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 336 (D1) ENGL 364 (D1) COMP 360 (D1)

Not offered current academic year

THEA 338 (S) Persona (DPE)

Cross-listings: ARTS 338 THEA 338

Secondary Cross-listing

Like novelists, visual artists create fictional characters to tell stories. Conceptual artist Adrian Piper, sculptor Joseph Beuys, and collective The Yes Men have crafted personas to confront systems of power and societally constructed notions of normalcy. Students will explore the work of such artists through readings, class lecture and assignments. The reading list includes excerpts from Maggie Nelson's *The Art of Cruelty* and Cherise Smith's *Enacting Others*. The first half of the course will focus on guided assignments developed by the instructor, the second half will be an independent study culminating in the construction of your own fictional persona. Students will use a variety of methods in the development of a persona including writing and photography, and may employ other methods including painting, sculpture, and digital media.

Requirements/Evaluation: timely completion of 4 assigned projects, assigned readings, active class participation, creation of an independent final project, attend lectures and class trips

Prerequisites: some experience with studio art courses, art history courses, performance experience, or consent of the instructor

Enrollment Limit: 10

Enrollment Preferences: majors, seniors, juniors, sophomores

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 338 (D1) THEA 338 (D1)

Difference, Power, and Equity Notes: Through a critical investigation of the closed systems of signification that relate to the body: race, class, gender, and sexual orientation students will employ interdisciplinary methods of making to consider how these signifiers dictate the bodies that become Othered, concepts of hyper-visibility/invisibility, inclusion/exclusion, authorship, and ideas of authenticity.

Spring 2020

STU Section: 01 W 10:00 am - 12:15 pm Thursday Org Mtg 8:00 pm - 8:25 pm Allana M. Clarke

THEA 341 Performing Utopia: Dreaming Cultures Forward in the U.S. Imaginary

A seminar examining the performative dimensions of utopia and the utopian aspirations of performance. Using a case-study model, we will consider how different modes of performance---in theatre, film, art, and social media---have helped to produce and sustain utopian and new socialities in and across shifting temporalities in the U.S. cultural imaginary. This course will take deep dives into the archives and embodied repertoires of exemplary utopian movements drawn artistic and social spheres. What can be learned by setting the eighteenth-century spiritual collective of The Shakers beside

the egalitarian performance collective of The Wooster Group? What are some key differences between the urban vision of the inclusive, African-American-built enclave of Soul City, established in North Carolina in 1973, and the Afro-futurist conception of Wakanda depicted in the film Black Panther? In what ways might Silicon Valley's use of performance to promote the utopian promises of social media compare with the performative manipulations of ego-driven utopian cults, like Jim Jones' The People's Temple? On the flip side, we will examine how performance has been theorized as a productively utopian realm by critics like Jill Dolan and Jose E. Muñoz, and artists like Miguel Gutierrez, Guillermo Gómez-Peña, Faye Driscoll, Theaster Gates, Nick Cave, and Taylor Mac. What possibilities open up when we approach performance as utopian by design, based on its ability to gather people into a common space and time? Students will be required to attend a day field trip and performances.

Requirements/Evaluation: weekly writing and "deep reads," a 6- to 8-page essay based on independent archival research, and a final 15-minute performance or other creative public presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Theatre majors; Comparative Literature majors; Art majors

Expected Class Size: 8

Grading:

Distributions: (D1)

Not offered current academic year

THEA 345 (S) Contemporary Theatre and Performance

Cross-listings: COMP 355 ENGL 349 THEA 345

Primary Cross-listing

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

Requirements/Evaluation: written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre majors; Comparative Literature or English majors

Expected Class Size: 8-10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 355 (D1) ENGL 349 (D1) THEA 345 (D1)

Not offered current academic year

THEA 350 (S) Devised Performance: The Art of Embodied Inquiry

Cross-listings: ARTS 250 THEA 350

Primary Cross-listing

This studio course offers students hands-on experience in devising new performance work as an ensemble. Looking to the work of practitioners and collectives like Jerzy Grotowski, El Teatro Campesino, Tectonic Theater Project, Pina Bausch, Belarus Free Theatre, Nrityagram, and SITI Company, we will challenge ourselves to really probe what live performance is capable of. How might we think of performance as a research methodology? As a

lifestyle? As a form of political action? This class will function as a laboratory, forming its own unique structure for developing and realizing a live performance. The course provides an opportunity to navigate the complex dynamics present in collaborative creation. Guest classes with practitioners will offer a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will allow the ensemble to receive feedback from small, invited audiences, as well as the opportunity to apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

Requirements/Evaluation: participation, individual presentations, contribution to group work, self-evaluation; students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theatre majors and Art majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 250 (D1) THEA 350 (D1)

Not offered current academic year

THEA 365 (F) Beckett, Pinter and Stoppard

Cross-listings: ENGL 365 ENGL 306 COMP 365 THEA 365

Primary Cross-listing

Samuel Beckett, Harold Pinter and Tom Stoppard have been amongst the most influential playwrights of the anglophone theatre over much of the last six decades. This course will explore their mutual concern with the capacities and dysfunctions of language, their questioning of Art's value and the scope for originality in the post-nuclear and postmodern era, and, above all, their collective focus on the extent to which selfhood may be realized in and through performance. Besides reading major plays, we will also give some consideration to the dramatic work crafted by these writers for radio, television and film, and to the political and social commitments animating and counterpointing their literary careers. Readings may include: *Endgame*, *The Caretaker*, *Rosencrantz and Guildenstern are Dead*, *Krapp's Last Tape*, *The Homecoming*, *No Man's Land*, *Betrayal*, *Waiting for Godot*, *Dogg's Hamlet*, *The Invention of Love*, *Arcadia*, *Rock 'n' Roll*, *Not I*, *Rockaby*, *A Kind of Alaska*, *Catastrophe*, *The Real Thing*, *Indian Ink*, *Artist Descending a Staircase* and *One for the Road*. Throughout, we will give consideration to these works as both literary and theatrical texts.

Requirements/Evaluation: two long papers, four 1- to 2-page shorter responses, class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Theatre and English majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 365 (D1) ENGL 306 (D1) COMP 365 (D1) THEA 365 (D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

THEA 385 (S) The Sculptural Costume and It's Performance Potential

Cross-listings: ARTS 385 THEA 385

Secondary Cross-listing

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica's Parangole, and Nick Cave's sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will

produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Requirements/Evaluation: the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Limit: 14

Enrollment Preferences: Art and Theater majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$125

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 385 (D1) THEA 385 (D1)

Attributes: EXPE Experiential Education Courses

Not offered current academic year

THEA 393 (F) Staging Identities

Cross-listings: THEA 393 ENGL 393

Secondary Cross-listing

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 393 (D1) ENGL 393 (D1)

Not offered current academic year

THEA 397 (F) Independent Study: Theatre

Theatre independent study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2019

IND Section: 01 TBA David Gürçay-Morris

THEA 398 (S) Independent Study: Theatre

Theatre independent study

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2020

IND Section: 01 TBA David Gürçay-Morris

THEA 401 (F) Senior Seminar: Practicing Theory

Humans seek out patterns and weave them into stories. In a collaborative art like theater those pattern pieces can come from anyone: writer or director, designer or performer; the stagehand placing furniture, the stage manager calling cues. The story is made from the totality of everything experienced by the audience. A relationship between storytelling and audience experience is hardly unique to the theatre. Chefs and game designers

and performance artists and architects have all thought deeply about how what they make is experienced by their audience; how it is interacted with, used, and recalled after the experience has ended. How do artists and makers from a broad range of ephemeral disciplines approach the creation of an experience? How do they tell stories within and about the work that is created? How successfully do their theories align with their practice, and how might we re-imagine, reuse, or abuse their ideas in our own work for the live theater? As a culmination of performance studies for the Theatre major, this senior seminar will take a hybrid approach to the study of artist-audience interactivity and storytelling by blending theoretical, historical, and critical readings with a studio component that produces artistic responses to the ideas being studied.

Requirements/Evaluation: critical analysis and discussion of readings, and active participation in critiques of made work; assignments consist of response papers alternating with creative projects

Prerequisites: limited to senior Theatre majors

Enrollment Limit: 5

Enrollment Preferences: senior Theatre majors only

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is required for the Theatre major

Materials/Lab Fee: up to \$100 for materials and copying charged to term bill

Distributions: (D1)

Fall 2019

SEM Section: 01 T 1:10 pm - 3:50 pm David Gürçay-Morris

THEA 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance

Cross-listings: THEA 416 COMP 404 WGSS 416 ARTH 416

Secondary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

Requirements/Evaluation: in-class discussion, partner presentation, weekly reading responses, final project

Prerequisites: WGSS 101

Enrollment Limit: 15

Enrollment Preferences: WGSS majors, students with previous performance studies coursework

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 416 (D1) COMP 404 (D2) WGSS 416 (D2) ARTH 416 (D2)

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Vivian L. Huang

THEA 455 (F)(S) Advanced Practicum

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity--directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management--may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair.

Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

Prerequisites: THEA 101 or THEA 102, and THEA 201

Enrollment Limit: 4

Enrollment Preferences: Theatre majors

Expected Class Size: 2

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$75 may be charged to term bill

Distributions: (D1)

Fall 2019

STU Section: 01 TBA David Gürçay-Morris

Spring 2020

STU Section: 01 TBA David Gürçay-Morris

THEA 493 (F) Senior Honors Thesis: Theatre

Theatre senior honors thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

HON Section: 01 TBA David Gürçay-Morris

THEA 494 (S) Senior Honors Thesis: Theatre

Theatre senior honors thesis; this is part of a full-year thesis (493-494).

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

HON Section: 01 TBA David Gürçay-Morris

Winter Study -----

THEA 18 (W) Honors Devised Performance Intensive

This Winter Study course will act as an incubator for one or more Theatre Department productions led by students seeking a degree with Honors in Theatre, which are being developed as "devised" works. "Devised performance" is an umbrella term for ensemble-based approaches to making art using research, improvisation, and in-progress showings in a holistic, creative process to produce new and innovative performance work. By looking beyond the traditional roles, structures, and specializations of mainstream theater, today's most compelling devised theater artists have sought out creative paradigms of shared responsibility, flattened hierarchies, and communication across disciplines. The ensemble or ensembles in question will be formed during the fall semester, begin their devising process during Winter Study and continue into the Spring Semester, with performances in the weeks following spring break. Students wishing to enroll in this Winter Study course may do so as members of the ensemble (which can involve work in acting, design, or technical and support roles) with permission of the instructor. Students may also participate in any of these various functions in the

production, including acting, even if they do not choose to enroll in the Winter Study course. In addition to the normal activities associated with a devising process and the development of a new performance piece, students in the Winter Study course will participate in a work-in-progress showing, or produce a written paper or portfolio, in the last week of January documenting their work to date on the project.

Requirements/Evaluation: final project or presentation

Prerequisites: permission of instructor

Enrollment Limit: POI

Enrollment Preferences: permission of instructor

Grading: pass/fail only

Materials/Lab Fee: \$15 and cost of books

Winter 2020

LEC Section: 01 TBA David Gürçay-Morris

THEA 19 (W) Williams on Stage: Workshopping an Original Play

Denmark has "Hamlet." New Orleans has "A Streetcar Named Desire." Oklahoma has "Oklahoma!" But where is the play about Williams College? Where's the dramatic work that explores the history, mythology, and identity of this special place? How do we dramatize pivotal moments through which Williams became itself, and the ways in which it both changes and remains constant? Students taking this Winter Study course will help workshop an original new play about Williams College past, developed with and directed by Professor Omar Sangare, and written by Ilya Khodosh '08, who will be teaching THEA 214: Writing for Stage and Screen in the spring semester. Our work will culminate in a reading that may lead to a full production, coinciding with our campus-wide celebration of the 90th birthday of Stephen Sondheim '50. Adjunct Instructor Bio: Ilya Khodosh '08 received his D.F.A. from the Yale School of Drama. This spring, he will be teaching THEA 214 Writing for Stage and Screen.

Requirements/Evaluation: students taking this Winter Study course will help workshop an original new play about Williams College past, developed with and directed by Professor Omar Sangare, and written by Ilya Khodosh '08

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: permission by instructor

Grading: pass/fail only

Winter 2020

LEC Section: 01 TBA Omar A. Sangare, Ilya Khodosh

THEA 22 (W) A Filmmaking Intensive

This course involves students in every aspect of film production. The product of this workshop will be a collection of short films written, acted, designed, directed and edited by the class. In the first week we will break up into groups of four and write. The writing process will be enhanced by a master class led by a notable tv/screenwriter. Week 2 will focus on rehearsal, production design, and making a shot list; a master class in acting technique and direction for film will support the work. Then in week 3: Filming! We will shoot on location in and around campus, town and adjoining areas. Finally, the last week will be all about editing and post-production (music and sound mix). At the end of Winter Study we will hold a screening of our films with an invited audience. The class will expect 12 hours minimum of class time each week (three 4-hour classes) plus additional hours outside of schedule class time for rehearsal, costume and set assembly, foundational film viewing and related reading assignments. This is your crash class in how to make a film! Adjunct Instructor Bio: Jessica Hecht is known to television audiences as "Susan Bunch" on the iconic television series *Friends* and "Gretchen Schwarz" on *Breaking Bad*. She has also played memorable roles on *Bored to Death*, *High Maintenance*, *Red Oaks*, and *Succession*. Presently she stars in the Netflix series *Special*. An acclaimed stage actress, Hecht has appeared on Broadway in revivals of *The Price* opposite Mark Ruffalo, *Fiddler on the Roof* opposite Danny Burstein, *The Assembled Parties* opposite Judith Light, *Harvey* opposite Jim Parsons, *After the Fall* opposite Carla Gugino, *The Last Night of Ballyhoo* opposite Paul Rudd, *Brighton Beach Memoirs* opposite Laurie Metcalf, *Julius Caesar* opposite Denzel Washington, and *A View from the Bridge* opposite Liev Schreiber and Scarlett Johansson for which she was nominated for a Tony Award for her performance. She recently appeared on stage at Lincoln Center Theater in *Admissions* for which she received an Obie Award and was also nominated for an Outer Critics Circle Award. Her foundation, The Campfire Project, brings theatre and wellness into Greek refugee camps www.campfire-project.org Adjunct Instructor Bio: Adam Bernstein is an Emmy® and Peabody Award winning director whose work spans across

television, film and music videos. For his directorial work on the critically-acclaimed *30 Rock*, Bernstein earned an Emmy Award and a DGA® nomination in 2007. In 2014, he received an Emmy nomination for his work on the pilot for the Peabody and Golden Globe Award winning limited series, *Fargo*. Bernstein also directed the pilot episodes for *Scrubs*, *Alpha House* and *Strangers with Candy*. His additional television credits include *Fosse/Verdon*, *Breaking Bad*, *Billions*, *Better Call Saul*, *Californication*, *Rescue Me*, *Bored to Death*, *Weeds*, *Shameless*, *Nurse Jackie*, *Entourage* and *Oz*. In film, Bernstein directed *Bad Apple* starring Chris Noth, Elliot Gould and Robert Patrick. He also wrote and directed the 1997 feature *Six Ways to Sunday* starring Norman Reedus and Deborah Harry. He has directed over 70 music videos including "Love Shack" for The B-52's, "Hey Ladies" for the Beastie Boys and "Baby Got Back" for Sir Mix-a-Lot, which earned Bernstein an MTV Award nomination for "Best Rap Video." Bernstein began his career as an animator before going on to produce Nickelodeon's first original scripted live-action comedy, *The Adventures of Pete & Pete*, at the age of 26. In 1973, he was the recipient of the Good Citizenship Medal from the Daughters of the American Revolution. Bernstein currently lives in New York City with his wife, the actress Jessica Hecht.

Requirements/Evaluation: final project or presentation

Prerequisites: one semester of theatre, art or writing

Enrollment Limit: 24

Enrollment Preferences: based on a paragraph of stated interest in making a film

Grading: pass/fail only

Materials/Lab Fee: \$25

Winter 2020

LEC Section: 01 MTW 10:00 am - 2:50 pm Jessica A. Hecht, Adam Bernstein

THEA 30 (W) Senior Production: Theatre

Theatre senior production.

Class Format: senior project

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA David Gürçay-Morris

THEA 31 (W) Senior Thesis: Theatre

Theatre senior thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA David Gürçay-Morris

THEA 32 (W) Senior Honors Thesis: Theatre

Class Format: independent study

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA David Gürçay-Morris

THEA 99 (W) Independent Study: Theatre

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a

faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA David Gürçay-Morris

TUTORIAL PROGRAM

The Tutorial Program offers students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight than regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized:

Tutorials are usually limited to 10 students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students' independent work. But at the heart of every tutorial is the weekly meeting between the instructor and two students. At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

Registration

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

AFR 276 (S) Black Europeans

Cross-listings: AFR 276 COMP 276 GERM 276

Secondary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 276 (D1) COMP 276 (D1) GERM 276 (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christophe A. Kone

AFR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343

Secondary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 Cancelled

AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

AMST 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

TUT Section: T1 TBA Eli Nelson

AMST 275 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343

Secondary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

ANTH 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ANTH 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Primary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ANTH 328 (F) Emotions and the Self

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things--neuro-physiological states--or ideas--sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Requirements/Evaluation: typical for that of a tutorial

Prerequisites: none; open to first-year students with instructor's consent

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: AMST Critical and Cultural Theory Electives

Fall 2019

TUT Section: T1 TBA Peter Just

ARAB 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five

1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

ARTH 207 (F) "Out of Africa": Cinematic Portrayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Primary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

ARTH 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)

Cross-listings: WGSS 231 ARTH 231

Primary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 231 (D1) ARTH 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TR 11:20 am - 12:35 pm Stefanie Solum

ARTH 239 (F) Social Media in the Nineteenth Century: Prints and Pictorial Persuasion (WS)

This tutorial surveys the public lives of printed pictures in Europe between 1789 and 1914. Though the history of print extends well beyond these chronological limits, the so-called "long nineteenth century" witnessed the invention of new printmaking technologies. Larger audiences could now stay abreast of the period's revolutions, wars, and breakthroughs both in science and in fashion. Designed for students who have no prior experience studying art history, the course will begin with an overview of printmaking techniques before moving on to focused case studies that include pornographic political engravings made during the French Revolution, etchings created by the Spanish artist Francisco de Goya, and the manipulation of self and space made possible by early photography. We will analyze how these works were produced in multiples, circulated by publishers and dealers, and consumed by viewers across Europe. Readings in cultural theory, intellectual history, the history of technology, and art history will help students develop their own interdisciplinary approach to the print. Together we will ask: what makes this medium social? How is cultural critique made visible? What can print cultures teach us about today's practices of engaging with images digitally?

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2 pages) as well as discussion; three group meetings in WCMA, the Clark, and Chapin Library

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this course, students will write a minimum of 20 pages broken up over several shorter analytical essays. Moreover, they will also write brief responses to their partners' essays in which they consider the craft of writing and composition. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800 Courses

Fall 2019

TUT Section: T1 TBA Kailani Polzak

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

ARTH 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Primary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 Cancelled

ARTS 323 (F) Colour Function

This tutorial places colour as a central consideration in our object making. Experiments and discussions will include development of dyes and inks,

foraging for colours, understanding palettes and their relationship to 'the tasteful' and 'the garish', 'beautiful' and 'the unpleasant', colour blocking, monochromes, culture and colour, and the relationship between a variety of pigments, their medium of suspension, and the material they stain or sit directly on top of, unstable. In this way, we will work with a large selection of media and the assignments will be both foundational and highly experimental; you are creating a hundred new colours within a strict grid--you are mixing two new colours through light and projection alone, with no guides. The course is open to anyone who has taken advanced classes in printmaking + drawing, sculpture, and photography.

Class Format: the class will meet in tutorial pairs once a week and collectively whenever there is a skill workshop

Requirements/Evaluation: weekly assignments and final project; participation, generosity towards studio and studio members; attendance

Prerequisites: any 200-level art studio class or submit a portfolio for consideration

Enrollment Limit: 10

Enrollment Preferences: Art Studio majors

Expected Class Size: 6

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Fall 2019

TUT Section: T1 R 9:55 am - 12:35 pm Pallavi Sen

ASST 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ASST 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ASST 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Secondary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment

has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 Cancelled

ASTR 404 (S) Unsolved Problems in Galaxy Evolution

Cross-listings: ASTR 404

Primary Cross-listing

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

Requirements/Evaluation: student's papers, responses to the partner's papers, and problem sets

Prerequisites: ASTR 111 and PHYS 142 or 151 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 404 (D3)

Spring 2020

TUT Section: T1 TBA Anne Jaskot

ASTR 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Primary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Fall 2019

TUT Section: T1 TBA Jay M. Pasachoff

BIOL 421 (F) Thermoregulation: From Molecules to Organisms

Thermal physiology involves the study of molecular events, organ systems, and organism-environmental interactions that are involved with heat production and temperature maintenance. The area of thermal physiology has been around for over 100 years. However, only in the last 5-7 years has the science progressed to understanding basic fundamental mechanisms for generating and regulating heat production. This tutorial will focus on four questions: 1) how do organisms generate heat? 2) how do organisms sense the temperature in the environment? 3) how do organisms integrate information about the environment (temperature, humidity, time of day, etc.) with internal information (deep body temperature, energy stores, etc.) to regulate their metabolic production of heat? 4) how do animals make "the decision" to enter a state of torpor?

Requirements/Evaluation: five 4- to 5-page papers; five 1- to 2-page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL 205 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

Attributes: NSCI Group C Electives

Fall 2019

BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Requirements/Evaluation: five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (WS)

Writing Skills Notes: Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives

Spring 2020

TUT Section: T1 TR 9:55 am - 11:10 am Claire S. Ting

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

COMP 215 (F) Cults of Personality (WS)

Cross-listings: RUSS 219 COMP 215

Secondary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany, Italy, and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 219 (D1) COMP 215 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2019

TUT Section: T1 TBA Julie A. Cassidy

COMP 231 (F) Postmodernism (WS)

Cross-listings: COMP 231 ENGL 266

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 231 (D1) ENGL 266 (D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2019

TUT Section: T1 TBA Christopher A. Bolton

COMP 275 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

COMP 276 (S) Black Europeans

Cross-listings: AFR 276 COMP 276 GERM 276

Primary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 276 (D1) COMP 276 (D1) GERM 276 (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christophe A. Kone

COMP 352 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and

practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

CSCI 356 (F) Advanced Algorithms (QFR)

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

Class Format: this class will follow the meeting structure of a tutorial, with groups of three or four

Requirements/Evaluation: weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

Prerequisites: CSCI 256; CSCI 361 is recommended but not required

Enrollment Limit: 10

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 TBA William J. Lenhart

CSCI 374 (S) Machine Learning (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Requirements/Evaluation: presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current

literature

Prerequisites: CSCI 136 and CSCI 256 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Computer Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Attributes: COGS Interdepartmental Electives

Spring 2020

TUT Section: T1 Cancelled

ECON 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Primary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

ECON 532 (S) Inclusive Growth: The Role of Social Safety Nets

Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive

economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBA Michael Samson

ECON 534 (S) Long Term Fiscal Challenges

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, artificial intelligence, and water. The course will consider the specific policy challenges that arise for each and the ways in which different countries are addressing them.

Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: permission of instructor for undergraduates

Enrollment Limit: 10

Enrollment Preferences: CDE students and undergraduates with permission of the instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBA Peter S. Heller

ECON 538 (S) Resilience and Macroeconomic Policy

Despite tremendous improvements in combating global hunger and child mortality, an increasing number of the world's population continue to live in fragile conditions, buffeted by conflict, forced migration, weak governance, and state inability to deliver basic services to its citizens. Setting macroeconomic policy is difficult in such countries. Not only are decisions affected by policymakers' distorted incentives and governments' internal conflicts, fragility also deteriorates policy transmission mechanisms and constrains policy spaces. This course aims at identifying the causes and consequences of fragility and at discussing how policies should be changed to enhance resilience in such countries. The course will, first, look into the definition and characteristics of fragility, its numerical representation, and its causes and main consequences. The course will also highlight how policy is made in states of fragility, in particular, fiscal policy, monetary policy, exchange rate policy, export promotion policy, etc.), as well as consider policy interactions. Finally, the course will focus on efforts to mitigate fragility and enhance resilience in such countries, including the role of structural policies and that of international financial institutions.

Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students

Prerequisites: ECON 252 and ECON 255

Enrollment Limit: 10

Enrollment Preferences: Economics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2020

TUT Section: T1 TBA Ralph Chami

ENGL 131 (F) All About Sonnets (WS)

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

Class Format: first week in regular class meetings, followed by weekly tutorial meetings in pairs

Requirements/Evaluation: five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Fall 2019

TUT Section: T1 Cancelled

ENGL 224 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might

say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

ENGL 234 (S) The Video Essay

While students today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think *with* the medium, exploiting the resources of film and video in their efforts to understand how they work on viewers. The Video Essay offers the chance to do that. After being introduced to the fundamentals of film analysis and trained in the use of Adobe Premiere Pro, students will spend the semester alternately making short video essays and commenting on the essays produced by their partners. Please note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required.

Class Format: we will meet as a group for three weeks, then break into groups of two with whom I will meet weekly; students will alternate between creating video essays on film topics, and writing commentaries on the essays of their partner

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays

Prerequisites: permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: course books

Distributions: (D1)

Attributes: ENGL post-1900 Courses FMST Core Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Shawn J. Rosenheim

ENGL 244 (F) Interpreting Film (WS)

From the earliest days of narrative film, it was clear that the new medium enjoyed an unparalleled capacity to absorb spectators in the sheer passive enjoyment of the cinematic spectacle, so for many viewers cinema has seemed naturally to be a form of entertainment rather than an art form or a medium for exploring ideas. But not only have entertaining "movies" and artistic "films" always co-existed amicably, but in many cases have coincided:

some of the greatest works of cinematic art first billed themselves unassumingly as enjoyable diversions. In order to appreciate the aesthetic and intellectual richness of such films, one must learn to "read" their crucial scenes closely, analyzing their visual and auditory language as well as their dramatic content, and must learn to interpret their surprisingly complex larger patterns of thought. This tutorial offers concrete training in both of these skills. During the first four weeks, students will write and discuss short weekly papers analyzing key sequences of a film, learning to identify diverse cinematic effects in order to illuminate dramatic patterns. During the last six weeks of the semester each student in a tutorial pairing will write a longer interpretive paper in alternate weeks, learning to construct fuller arguments addressing the whole of a film. Most films will be drawn from classical Hollywood cinema of the 1930s and 1940s, but we will also study European, Indian, and Japanese films. Readings during the first part of the semester will concern technical features of cinema; later readings will address larger interpretive issues (e.g., patterns in film genres, such as the nature of the gangster as a tragic hero; or social issues reflected in films, such as the newly empowered roles of women during the early 1940s and their influence in shaping the dangerous heroines of film noir).

Requirements/Evaluation: six short (2- to 6-page) papers and three short responses to one's partner's paper, totalling 25 pages of writing; active, sustained participation in tutorial discussions

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 10

Enrollment Preferences: sophomores and first-year students who have satisfied or placed out of the English Department's 100-level prerequisite

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Tutorial--constant writing and critique. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Fall 2019

TUT Section: T1 TBA Stephen J. Tifft

ENGL 254 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Primary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and

develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231 ENGL 266

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 231 (D1) ENGL 266 (D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2019

TUT Section: T1 TBA Christopher A. Bolton

ENGL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Primary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally,

and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

ENVI 212 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

ENVI 240 (F) Conservation and Climate Change (WS)

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (WS)

Writing Skills Notes: Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Natural World Electives

Fall 2019

TUT Section: T1 TBA Laura J. Martin

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

ENVI 248 (F) "Our Response Will Define Our Future": Climate Change Policy Analysis (WS)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Requirements/Evaluation: students alternate in preparing 5- to 7-page papers and 2-page responses (five papers and five responses in total), final paper building on one of the 5- to 7-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: 1. second-year students 2. Environmental studies concentrators and majors 3. first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Environmental Policy

Fall 2019

TUT Section: T1 TBA Pia M. Kohler

GEOS 250 (S) Tectonic Geomorphology and Landscape Development (WS)

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. Tectonic geomorphology explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate.

Class Format: after an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

Requirements/Evaluation: five 4- to 5-page papers based on journal articles

Prerequisites: at least one of the following courses: GEOS 101, 102, 201, 202, 301, 302, 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Paul M. Karabinos

GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips, supplemented by reading assignments, will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. We will also use journal articles to explore ways in which plate tectonics help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: weekly one-hour meetings, in addition, there will be five field trips early in the semester on Thursday from 11:20 to 3:50 pm

Requirements/Evaluation: six papers, three based on field trips and three based on journal articles, and critiques of partner's papers

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: Six 5- to 10-page papers throughout the semester based on data collected during field trips (3) and journal articles (3). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Fall 2019

TUT Section: T1 TR 11:20 am - 12:35 pm Paul M. Karabinos

GERM 276 (S) Black Europeans

Cross-listings: AFR 276 COMP 276 GERM 276

Secondary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

Requirements/Evaluation: six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-years, sophomores, and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 276 (D1) COMP 276 (D1) GERM 276 (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christophe A. Kone

HIST 103 (F) Growing up in Africa/Growing up African (DPE) (WS)

Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority--responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s--and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans' experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.

Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

Attributes: HIST Group A Electives - Africa

Fall 2019

TUT Section: T1 TBA Matthew Swagler

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Primary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

HIST 134 (S) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for the East and Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; final research paper

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Alexandra Garbarini

HIST 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: HIST 140 RUSS 140

Primary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 140 (D2) RUSS 140 (D1)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

TUT Section: T1 TBA Yana Skorobogatov

HIST 155 (F) School Wars (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about competing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

TUT Section: T1 TBA Sara Dubow

TUT Section: T2 TBA Sara Dubow

HIST 484 (F) The Second World War: Origins, Course, Outcomes, and Meaning (WS)

1991 marked the 50th anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes. This tutorial will concentrate on important questions and issues that arise from a study of WWII. What were the origins of this central event of the 20th century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different? Many of the topics examined will also have to deal with important questions of human responsibility and the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of this tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war, and also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved.

Requirements/Evaluation: will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor; students not presenting an essay have the responsibility of critiquing the work of their colleague

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: junior and senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will present 7 double-spaced pages every other week and a 7-10 page final written exercise. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

TUT Section: T1 TBA James B. Wood

HIST 485 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485 PSYC 158

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as

a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHIL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

HIST 486 (S) Islam in European Culture from Muhammad to Modernity (DPE)

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

Requirements/Evaluation: five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations

Prerequisites: History majors; juniors and seniors

Enrollment Limit: 10

Enrollment Preferences: if the course is overenrolled, a statement of interest will be requested

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This tutorial takes the approach of cultural history; discussions will heed the politics of translation across religious, cultural, and linguistic boundaries. We will historicize the way "difference" has been understood, and see that the alterity that was once

viewed as theological was in other eras seen as the product of culture or politics. In addition, the tutorial recovers the rich artistic and literary production that intercultural interactions inspired--a legacy worthy of study.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2020

TUT Section: T1 TBA Alexander Bevilacqua

HIST 487 (S) Archive Stories (WS)

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

Requirements/Evaluation: each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

Prerequisites: open to all junior and senior History majors and others with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group G Electives - Global History

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Chris Waters

HIST 492 (S) Revolutionary Thought in Latin America

For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose?

Class Format: students will meet with the instructor in pairs for an hour each week

Requirements/Evaluation: each student will write and present a 5- to 7- page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work

Prerequisites: none; open to all

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Roger A. Kittleson

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Primary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

INTR 219 (S) Women in National Politics

Cross-listings: INTR 219 WGSS 219 PSCI 219

Primary Cross-listing

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020

TUT Section: T1 Cancelled

INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343

Primary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 Cancelled

JLST 272 (F) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not

only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Melissa J. Barry

JWST 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: JWST 339 PSCI 339

Secondary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 339 (D2) PSCI 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the

instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2019

TUT Section: T1 TBA Laura D. Ephraim

JWST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Secondary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

MATH 102 (F) Foundations in Quantitative Skills

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects

Prerequisites: access to the course is limited to placement by a quantitative skills counselor

Enrollment Limit: 10

Enrollment Preferences: students who need most help with the quantitative reasoning

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2019

TUT Section: T1 TBA Mihai Stoiciu

MATH 426 (F) Differential Topology (QFR)

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

Requirements/Evaluation: weekly homework, weekly presentations, and final paper

Prerequisites: MATH 350 (students who have not taken MATH 250 may enroll only with permission of the instructor)

Enrollment Limit: 10

Enrollment Preferences: seniors, majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantative/Formal Reasoning Notes: There will be weekly math problem sets.

Fall 2019

TUT Section: T1 TBA Haydee M. A. Lindo

MUS 272 (S) Music and Meaning (WS)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"--patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we glean the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: during the first and last weeks of the semester, students will attend two group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour session at a mutually convenient time

Requirements/Evaluation: students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses

Prerequisites: ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions, comments on the papers, and opportunities for revision, the course will place strong emphasis on developing students' critical thinking and writing skills.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Marjorie W. Hirsch

MUS 279 (S) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm W. Anthony Sheppard

NSCI 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

PHIL 104 (S) Philosophy and Tragedy

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born-but the next best thing is to die soon (Aristotle's *Eudemus* as quoted in Nietzsche's *Birth of Tragedy*; see also Sophocles' *Oedipus at Colonus*)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the *Oresteia* and *Prometheus Bound* by Aeschylus, Sophocles' *Theban Cycle*, and the *Hippolytus*, *Bacchae* and *Philoctetes* by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's *Poetics* and will continue with Hume's *Of Tragedy*, Hegel's various writings on tragedy, and Nietzsche's *The Birth of Tragedy*. If possible, we will arrange to see a live performance of a Greek tragedy.

Requirements/Evaluation: five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

Prerequisites: none; this tutorial is an appropriate first course in PHIL

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Keith E. McPartland

PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, and the ethics of protest. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion

Prerequisites: none; this course is suitable for first-year students

Enrollment Limit: 10

Enrollment Preferences: first-year students, then sophomores, then Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Fall 2019

TUT Section: T1 TBA Julie A. Pedroni

PHIL 125 (F) Introduction to the Philosophy of Law (WS)

This tutorial, designed especially for first year students, is a philosophy course, not a prelaw course. We will examine basic questions in the philosophy of law: What is the relationship between law and morality? Why should one obey the law (if one should)? When, if ever, is paternalistic interference by the state into the lives of its citizens justified? We will look at civil disobedience and theories of legal interpretation. We will pay special attention to the first amendment and questions concerning free speech and hate speech. We will read classic works (such as John Stuart Mill, On Liberty and H. L. A. Hart, The Concept of Law), contemporary articles, and United States Supreme Court cases.

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

TUT Section: T1 TBA Steven B. Gerrard

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the

biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL, PHLH or STS majors or concentrators, especially those who need the course to complete their majors/concentrations; and students committed to taking the tutorial

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 9:00 pm - 9:30 pm Julie A. Pedroni

PHIL 224 (S) Marx, Nietzsche and Freud (WS)

The writings of Marx, Nietzsche and Freud continue to influence important debates in the humanities and social sciences. Marx's historical materialism, Nietzsche's post-metaphysical and naturalistic turn in ethics, and Freud's emphasis on the unconscious determinants of human behavior all represent what has been referred to as the decentering of human consciousness in explanations of human history and existence. All three thinkers have had a profound influence on critical theories of the 20th century. In this tutorial, we will focus on questions concerning their methods of critique, and their respective diagnoses of modern culture and societies. All three attempt to explain particular sources of human suffering such as loss of meaning, the sense of alienation from self and others, constraints on free expression, and nihilistic world-weariness. The course texts may include several short selections from important historical influences such as Kant and Hegel as well as 20th century figures who have reacted to, revised, or responded to them in creative ways. Among the latter one could include Louis Althusser, Michel Foucault, Gilles Deleuze, Jacques Lacan, Luce Irigaray, Judith Butler, Wendy Brown, Elizabeth Grosz and Peter Sloterdijk, to name only a few.

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: 100-level Philosophy course, PHIL 202, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in critical theories

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers on assigned topics or questions of 5- to 6-pages in length, one of which they will revise and submit at the end of the term. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Jana Sawicki

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

PHIL 250 (F) Philosophy of Economics (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Alan White

PHIL 272 (F) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Melissa J. Barry

PHIL 281 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Primary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and

oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Melissa J. Barry

PHIL 310 (F) Wittgenstein's Later Philosophy (WS)

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology, Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: two Philosophy courses

Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Attributes: Linguistics PHIL History Courses

Fall 2019

TUT Section: T1 TF 1:10 pm - 2:25 pm Bojana Mladenovic

PHIL 321 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Primary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

PHYS 314 (S) Controlling Quanta (QFR)

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

Requirements/Evaluation: tutorial preparation and participation, weekly problem sets/papers, and a final project

Prerequisites: PHYS/MATH 210 or MATH 209 or MATH 250

Enrollment Limit: 10

Enrollment Preferences: sophomores and junior Physics majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Spring 2020

TUT Section: T1 TBA Frederick W. Strauch

TUT Section: T2 TBA Frederick W. Strauch

PHYS 405 (F) Electromagnetic Theory (QFR)

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

Enrollment Limit: 10/section

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Fall 2019

TUT Section: T1 F 1:10 pm - 2:25 pm Daniel P. Aalberts

TUT Section: T2 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

TUT Section: T3 F 1:10 pm - 2:25 pm Daniel P. Aalberts, Savan Kharel

PHYS 412 (F) Heliophysics

Cross-listings: ASTR 412 PHYS 412

Secondary Cross-listing

We study all aspects of the Sun, our nearest star. This semester follows the total solar eclipses of August 21, 2017, whose totality crossed the U.S. from coast to coast, and the July 2, 2019, total solar eclipse that crossed Chile and Argentina. In addition to discussing our observations of these eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We hope to observe the transit of Mercury across the face of the Sun on November 11, 2019, during the semester; we also discuss our data analysis of recent transits of Mercury we observed from the ground and from space (most recently in May 2016). We will highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble.

Requirements/Evaluation: biweekly tutorial presentations; biweekly response to colleagues' presentations

Prerequisites: ASTR 111 or a 200-level Physics course; or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 412 (D3) PHYS 412 (D3)

Fall 2019

POEC 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

PSCI 219 (S) Women in National Politics

Cross-listings: INTR 219 WGSS 219 PSCI 219

Secondary Cross-listing

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020

TUT Section: T1 Cancelled

PSCI 248 (F) The USA in Comparative Perspective (WS)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Fall 2019

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: JWST 339 PSCI 339

Primary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 339 (D2) PSCI 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2019

TUT Section: T1 TBA Laura D. Ephraim

PSCI 349 (S) Cuba and the United States (WS)

With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Spring 2020

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSYC 158 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485 PSYC 158

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and

contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHIL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

PSYC 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

PSYC 358 (S) Developmental Psychopathology: Trajectories of Risk and Resilience

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

Requirements/Evaluation: five 5-page papers, five short response papers, and participation in discussions

Prerequisites: PSYC 252; PSYC 201 recommended

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Spring 2020

TUT Section: T1 TBA Catherine B. Stroud

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

REL 210 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

REL 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Primary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

REL 302 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Secondary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Spring 2020

REL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

RUSS 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: HIST 140 RUSS 140

Secondary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 140 (D2) RUSS 140 (D1)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

TUT Section: T1 TBA Yana Skorobogatov

RUSS 219 (F) Cults of Personality (WS)

Cross-listings: RUSS 219 COMP 215

Primary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany, Italy, and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 219 (D1) COMP 215 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2019

TUT Section: T1 TBA Julie A. Cassiday

STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity

from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

Requirements/Evaluation: attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: American Studies majors and Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142 (D2) STS 142 (D2)

Difference, Power, and Equity Notes: This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2019

TUT Section: T1 TBA Eli Nelson

STS 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

STS 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-pagw essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise a their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

THEA 222 (S) Solo Performance

In this tutorial, students will study the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform their own piece at the end of the semester in a final public performance. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing (set, lighting, costume, and sound), publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome.

Requirements/Evaluation: creating a script, building a character, developing various aspects of design, performing a solo piece, and writing a self-evaluation at the end of the semester

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: to be determined by instructor

Expected Class Size: 4

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 9:00 pm - 10:00 pm Omar A. Sangare

THEA 255 (S) Performing Shakespeare

This tutorial course will challenge students to interpret and perform characters and scenes from a considerable variety of Shakespeare's work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. Written assignments, explicating and contextualizing artistic choices, will accompany presentations. Over the course of the semester, assignments will ask students to grapple with particular challenges of Shakespeare's drama (including, for instance, the technical aspects of speaking the verse, and the accompanying challenge of performing in the Elizabethan tradition of "open space"). Other assignments will ask students to consider specific interpretive traditions (feminist, phenomenological, queer studies, post-modern) in preparing their work for presentation. Plays studied will include tragedies (*Macbeth*, *Anthony and Cleopatra*, *Othello*), comedies (*The Merchant of Venice*, *A Midsummer Night's Dream*, *Twelfth Night*), and histories (*Richard II*, *Richard III*); theorists assigned for additional readings may include Shirley Nelson Garner, Alan Sinfield, Harry Berger Jr., Arthur Little, Jr., Janet Adelman, William Worthen, Laurence Senelick, Bert States, and Stephen Greenblatt.

Class Format: in addition to weekly tutorial meetings, several group "lab" sessions will bring all course members together for larger collaborative work

Requirements/Evaluation: weekly performance presentations, weekly 3-page analytical papers, active participation in oral critique

Prerequisites: one college level acting class or significant comparable experience (permission of instructor)

Enrollment Limit: 10

Enrollment Preferences: Theatre majors, or those expressing possible interest in Theatre major

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2020

TUT Section: T1 TBA Robert E. Baker-White

THEA 275 (F) American Drama: Hidden Knowledge

Cross-listings: AMST 275 COMP 275 ENGL 224 THEA 275

Primary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might

say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 275 (D2) COMP 275 (D1) ENGL 224 (D1) THEA 275 (D1)

Attributes: AMST Arts in Context Electives

Fall 2019

TUT Section: T1 TBA Robert E. Baker-White

WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

WGSS 219 (S) Women in National Politics**Cross-listings:** INTR 219 WGSS 219 PSCI 219**Secondary Cross-listing**

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings**Prerequisites:** none**Enrollment Limit:** 10**Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020

TUT Section: T1 Cancelled

WGSS 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)**Cross-listings:** WGSS 231 ARTH 231**Secondary Cross-listing**

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums**Requirements/Evaluation:** engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers**Prerequisites:** first-year and sophomore students (this class is open to students with no experience in art history)**Enrollment Limit:** 10**Enrollment Preferences:** a statement of interest will be requested in the event the course is over-enrolled**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 231 (D1) ARTH 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TR 11:20 am - 12:35 pm Stefanie Solum

WGSS 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental

readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 322 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Secondary Cross-listing

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343

Secondary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 Cancelled

WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY

Director: Professor Lucie Schmidt

THE PROGRAMME

Williams College offers a year-long program of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Up to six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams-Exeter Programme are required to be in residence in Oxford from Monday, 30 September 2019, until all academic work for Trinity term is complete (potentially as late as at least 27 June 2020) with two breaks for vacations between the three terms. Students enroll for the full academic year, which consists of three eight-week terms of instruction: MICHAELMAS TERM (13 October to 7 December 2019), HILARY TERM (19 January to 14 March 2020), and TRINITY TERM (26 April to 20 June 2019). Students are expected to be in residence to write their first tutorial papers in the week before the eight weeks of instruction begin (0th Week) and to remain in residence during the week after the term ends (9th Week) in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 30 September 2019 for Programme orientation.

For more general information on the Williams-Exeter Programme, go to exeter.williams.edu.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In their capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded, although in exceptional circumstances a tutorial may be converted to pass/fail before the end of the fourth week of term with the permission of the Programme director.

Students are required to enroll in two tutorial courses during Michaelmas term and two tutorials during Hilary Term (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). During Trinity term, students may choose to enroll in either one or two tutorial courses. Although some students take the minimum five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight-session tutorial plus final examination counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Mathematics, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows that are committed to teaching Williams students in three fields: English Language and Literature (with a focus on English literature, 1550-1830 and interests in the rise of the novel and women's writing); History (with interests spanning the areas of Atlantic World, Global, Imperial, early American, Latin American and Caribbean History); and Medical Law and Ethics (with interests in ethics and regulation of emerging technologies such as gene drive and use of artificial intelligence in medical care). Students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

Students should consult the document "[How to Make Preliminary Tutorial Choices for WEPO](#)" to get a sense of some of the standard "papers" (courses) available to students studying on the Williams-Exeter Programme at Oxford. The tutorials listed there represent a selection of some of the papers that comprise the Oxford degrees in various subjects and that are taught in tutorial format, although most are not offered every Oxford term. It needs to be emphasized that this is only a partial list, that the tutorial offerings at Oxford University are incredibly rich, and that one of the attractions of the Programme is that it enables students to define, develop, and pursue their academic interests. Students are therefore encouraged to explore all the courses offered at Oxford even if they are not listed in this Catalog.

Tutorial courses are not offered every term and are often accompanied by scheduled lectures. It is therefore imperative that students consult the relevant "faculty" webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed. It must be noted that study in the sciences is not normally accompanied by laboratory work; science majors seeking major credit for tutorials in the sciences should discuss this situation with their major advisors. Students interested in learning more about the possible courses of study available at Oxford should contact the Director of International Education and Study Away.

A full summary of the list of courses offered by subject can be found at: ox.ac.uk/admissions/undergraduate/courses/course-listing. Detailed descriptions of all the courses listed in can be found on the websites of respective departments or faculties the links of which can be found at: ox.ac.uk/about/departments-a-z.

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. Students may put funds from their Programme Cultural Subsidy towards such study.

APPLICATION

Admission to the Programme is competitive. Students must apply to the The Office of International Education and Study Away by the prescribed deadline (normally late January/early February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, with a general expectation of a minimum GPA of 3.0. More importantly, we expect all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Executive Director: Thomas Van Winkle

- Kelly P. Bushnell, Visiting Assistant Professor In the Williams-Mystic Program
- Lisa A. Gilbert, Associate Professor of Geosciences and Marine Sciences at Williams-Mystic; affiliated with: Geosciences Department
- Catherine Robinson Hall, Associate Professor at Williams-Mystic; affiliated with: Maritime Studies Program
- Alicia C. Maggard, Postdoctoral Fellow in Maritime History
- Tim J. Pusack, Assistant Professor at Williams-Mystic
- Ned G. Schaumberg, Assistant Professor at Williams-Mystic
- Christian Thorne, Professor of English and Williams-Mystic Faculty Fellow; affiliated with: Williams-Mystic Program
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and conduct original primary research of their own design in the humanities and sciences. Williams-Mystic is considered the coastal and ocean studies campus of Williams College. Sophomores, juniors, and seniors of all majors welcome to apply. A term at Williams-Mystic includes credit for one semester plus one Winter Study requirement, as well writing-intensive course credit. Four Williams courses are offered as an interdisciplinary curriculum in the semester-long program based at Mystic Seaport, in Mystic, Connecticut (06355): Americans and the Maritime Environment, Literature of the Oceans, Marine Policy, and either Marine Ecology or Oceanographic Processes. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and interdisciplinary exercises. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tide pools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as ship carving, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Admission is competitive, and interested students should email wmadmissions@williams.edu, call [860-572-5359](tel:860-572-5359), or visit the [Williams-Mystic website](#).

BIOL 231 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Secondary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

ENGL 26 (W) Reading Moby-Dick on a Whaler

If you've never read *Moby-Dick*, you might still think that's a heroic adventure story about humanity's struggle against the sea—the sort of book, in other words, that we give young readers, a cracking yarn, like *Treasure Island* only much longer. You might wonder, then, why so many people think it's the greatest novel ever written. You might be all the more puzzled to learn that no-one liked *Moby-Dick* when it was first published. Almost nobody read it. Herman Melville died thinking the book had been a total failure. *Moby-Dick* is peculiar, to be sure: an adventure story without much adventure nor even much story, a novel that doesn't read like a novel—a funny, joking, frightened, philosophical, and extravagant kind of book, a book that pushes readers to figure out their most fundamental attitudes towards the planet. In this class, we will read *Moby-Dick* and only *Moby-Dick*, and we will do so while living in a nineteenth-century whaling port, at Williams-Mystic, the College's coastal and ocean studies campus in Mystic, CT. Students will discuss *Moby-Dick* in the morning and learn nineteenth-century maritime skills in the afternoon: blacksmithing, carving, chantey singing, boat building, letterpress printing, sailmaking, etc. They will have extensive access to nineteenth-century tall ships throughout.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Grading: pass/fail only

Materials/Lab Fee: \$530

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 Cancelled

ENGL 231 (F)(S) Literature of the Sea

Cross-listings: MAST 231 ENGL 231

Secondary Cross-listing

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 231 (D1) ENGL 231 (D1)

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

LEC Section: 01 TBA Christian Thorne

Spring 2020

LEC Section: 01 TBA Kelly P. Bushnell

ENVI 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

GEOS 210 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Secondary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MAST 211 (F)(S) Oceanographic Processes

Cross-listings: MAST 211 GEOS 210

Primary Cross-listing

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 211 (D3) GEOS 210 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses GEOS Group A Electives - Climate

+ Oceans

Fall 2019

LEC Section: 01 TBA Lisa A. Gilbert

Spring 2020

LEC Section: 01 TBA Lisa A. Gilbert

MAST 231 (F)(S) Literature of the Sea

Cross-listings: MAST 231 ENGL 231

Primary Cross-listing

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example--depending on fall or spring semester--Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

Class Format: weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 231 (D1) ENGL 231 (D1)

Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2019

LEC Section: 01 TBA Christian Thorne

Spring 2020

LEC Section: 01 TBA Kelly P. Bushnell

MAST 311 (F)(S) Marine Ecology

Cross-listings: BIOL 231 MAST 311

Primary Cross-listing

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Class Format: including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

BIOL 231 (D3) MAST 311 (D3)

Attributes: ENVI Natural World Electives EVST Living Systems Courses EXPE Experiential Education Courses

Fall 2019

LEC Section: 01 TBA Tim J. Pusack

Spring 2020

LEC Section: 01 TBA Tim J. Pusack

MAST 351 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Primary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely

comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

PSCI 319 (F)(S) Marine Policy

Cross-listings: ENVI 351 PSCI 319 MAST 351

Secondary Cross-listing

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Grading: yes pass/fail option, yes fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 351 (D2) PSCI 319 (D2) MAST 351 (D2)

Attributes: ENVI Environmental Policy EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2019

LEC Section: 01 TBA Catherine Robinson Hall

Spring 2020

LEC Section: 01 TBA Catherine Robinson Hall

WILLIAMS PROGRAM IN TEACHING

Director: Susan Engel

The Program in Teaching offers a coordinated cluster of courses, advising and field work that give students the opportunity to study the ideas, questions, and practices involved in good teaching at all levels. The Program seeks to promote and facilitate an exchange of ideas about teachers, learners, and schools, within and beyond the Williams campus. The Program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach.

Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology, for example) and the process of teaching those topics to elementary and high school students. The Program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

No specific major is required to participate—although some lend themselves easily to certification, such as Mathematics, English, Biology, American History, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work. More information can be found at program-in-teaching.williams.edu.

TEAC Related Courses

AMST 379 (F) American Pragmatism

Cross-listings: AMST 379 PHIL 379

Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 379 (D2) PHIL 379 (D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

PSYC 341 (S) Stereotypes, Prejudice, and Discrimination

Cross-listings: WGSS 339 PSYC 341

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational

explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339 (D2) PSYC 341 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Spring 2020

LEC Section: 01 R 1:00 pm - 4:00 pm Steven Fein

LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

LEC Section: 01 R 1:00 pm - 4:00 pm Steven Fein

LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

TEAC Teaching Sequence Courses

PSYC 101 (F)(S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 160

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2019

LEC Section: 01 MWF 10:00 am - 10:50 am Nate Kornell, Clarence J. Gillig

Spring 2020

LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Clarence J. Gillig

PSYC 221 (S) Cognitive Psychology

This course surveys current research on human cognition. Topics include perception, attention, learning, education, memory, psychology and law, categorization, language, judgment, decision making, reasoning, intelligence, problem solving, and consciousness.

Requirements/Evaluation: three midterms, a cumulative final exam, two short essays, and weekly quizzes

Prerequisites: PSYC 101 or permission of instructor

Enrollment Limit: 50

Enrollment Preferences: Psychology majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2020

LEC Section: 01 MWF 9:00 am - 9:50 am Nate Kornell

PSYC 232 (F)(S) Developmental Psychology

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, and family systems.

Class Format: discussion

Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: sophomores and junior Psychology majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Eliza L Congdon

Spring 2020

LEC Section: 01 Cancelled

PSYC 242 (F)(S) Social Psychology

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Requirements/Evaluation: two in-class exams, one paper and a final exam

Enrollment Limit: 50

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2019

LEC Section: 01 TF 1:10 pm - 2:25 pm Steven Fein

Spring 2020

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeremy D. Cone

PSYC 272 (S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Class Format: discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 50

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2020

LEC Section: 01 TF 1:10 pm - 2:25 pm Susan L. Engel

PSYC 327 (S) Cognition and Education

In this class we will read scientific articles about two interrelated topics. One is societal issues in schooling, such as fads, charter schools, tracking, dropping out, international differences, and segregation. The other is principles in the cognitive psychology of learning, such as desirable difficulty, that can be used to improve educational practice.

Requirements/Evaluation: daily quizzes, 3 presentations, 2 annotated bibliographies, 2 research papers, 1 essay, and class participation

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology TEAC Teaching Sequence Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Nate Kornell

PSYC 332 (S) Children's Mathematical Thinking and Learning

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive

science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, 12- to 15-page final paper, project and lab report

Prerequisites: PSYC 232 or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, upperclassmen, students with a demonstrated interest in the course material

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Spring 2020

LAB Section: 02 R 1:00 pm - 4:00 pm Eliza L Congdon

SEM Section: 01 MWF 8:30 am - 9:45 am Eliza L Congdon

PSYC 338 (S) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Requirements/Evaluation: three 3- to 5-page essays, two child observations and a 7- to 10-page final paper

Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Susan L. Engel

PSYC 372 (F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting?

How do we assess teaching practices and the students' learning? What does it take to be an educated person?

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and those who plan to become teachers

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

WINTER STUDY

Coordinator: Barbara Casey

Winter Study, which began in January of 1968, is intended to provide students and faculty with a dramatically different educational experience. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In their academic work (which is graded Pass, Perfunctory Pass, or Fail) students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better. [More information can be found on the Winter Study website.](#)

Registration

All students who will be on campus during the academic year must register for a Winter Study course. Registration will take place in early November. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your WSP automatically. In every other case, you must complete registration. First-year students are required to participate in a WSP that will take place on campus; they are not allowed to do 99's.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor before signing up for their project. Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record. For many beginning language courses, you are required to take the Winter Study Sustaining Program in addition to your regular course. You will be automatically enrolled in this Sustaining Program once the Winter Study registration process is complete. Winter Study courses are graded Pass/Perfunctory Pass/Fail. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass. Students who fail their Winter Study Projects or receive a second Perfunctory Pass will be placed on academic probation by the Committee on Academic Standing and will be required to make up the deficiency. Students who fail through gross neglect of work will normally be required to resign.

99s

Sophomores, juniors, and seniors are eligible to propose "99s," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in international and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99's involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown. [More information about Winter Study 99s can be found online.](#)

WGSS 99 (W) Independent Study: Women's and Gender Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Alison A. Case

Winter Study -----

AFR 24 (W) Touring Black Religion in the 'New' South

Cross-listings: ENVI 24 REL 24 AFR 24

Primary Cross-listing

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Tallahassee Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Grading: pass/fail only

Materials/Lab Fee: cost to student: \$3362

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 24 REL 24 AFR 24

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant

AFR 30 (W) Sen Project: Africana Studies

To be taken by students registered for Africana Studies 491 who are candidates for honors.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA James A. Manigault-Bryant

AFR 99 (W) Ind Study: Africana Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA James A. Manigault-Bryant

AMST 10 (W) New(ish) and Rare: Special Collections in the 20th century

What makes relatively recent books and manuscripts worth preserving? Whose voices are missing from the library's collections? Students in this course will explore the market for 20th-century rare books and manuscripts and recommend items for Special Collections to purchase. We will spend our first two weeks exploring the library's existing collections of 20th-century Americana, focusing on what makes these books and manuscripts valuable--not just in terms of their cost but their usefulness in supporting teaching and student research. We'll explore the market for antiquarian books, and we'll consider how social movements and historical events including second-wave feminism, workers' strikes, and the civil rights era are documented in primary sources. Outside of class, students will spend additional hands-on time with rare materials in the Special Collections reading room. Students will also search printed and online catalogs from booksellers who specialize in 20th-century material to look for potential additions to our collections. Given a theoretical budget of \$1000, each student will assemble a proposal to acquire a new collection of books and manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting these proposals to the Chapin Librarian, who will approve a selection of items to purchase for our collections. Adjunct Instructor Bio: Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography.

Class Format: afternoons

Requirements/Evaluation: final collection development proposal/report justifying rationale for acquisition of rare books and manuscripts

Prerequisites: none

Enrollment Limit: 12

Grading: pass/fail only

Materials/Lab Fee: \$0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

AMST 11 (W) North Adams, Massachusetts: Past, Present, and Future

Cross-listings: AMST 11 HIST 10

Secondary Cross-listing

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

AMST 14 (W) The Davis Center Histories

This course will explore the history of the Williams College Davis Center (DC), formerly the Multicultural Center. In exploring this history, the course readings and discussions will contextualize the local specificities of the Center's establishment within broader U.S. academic, political, and cultural discourses on student-led protest, the evolution of multiculturalism, the centrality of Black resistance, and the import of cultural specificity in creating an equitable and just world. The course will thus rely on resources in the College archives, and students will be encouraged to hone their research skills, but will also rely on communal construction of a theoretical framework to analyze the archived history of the Center while attending to the DC's current mission to facilitate conversations about race, gender identity, sexual orientation, class, religion, and ability. Readings will include work by Kimberlé Crenshaw, Patricia Hill Collins, Roderick Ferguson, Houston Baker, E. Patrick Johnson, Jeff Chang, Sami Schalk, and more. Students will be encouraged to engage in critical and constructive discussion about the historical place and work of the Davis Center, and contribute to that work with assignments that include weekly personal reflections and program proposals to enhance the curriculum and programmatic itinerary of the Center.

Class Format: mornings

Requirements/Evaluation: 2 program proposals, weekly reflections, and class participation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference given to first-year students

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Tatiana D. McInnis

AMST 15 (W) Contemporary American Songwriting

Cross-listings: AMST 15 MUS 15

Secondary Cross-listing

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings

Requirements/Evaluation: final performance and a 2- to 3-page paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 15 MUS 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bernice Lewis

AMST 30 (W) Senior Honors: American Studies

To be taken by students registered for American Studies 491 or 492.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Cassandra J. Cleghorn

AMST 99 (W) Independent Study: American Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Cassandra J. Cleghorn

ANSO 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Cross-listings: PHLH 14 ANSO 14 CHEM 14

Primary Cross-listing

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current

issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Grading: pass/fail only

Unit Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PHLH 14 ANSO 14 CHEM 14

Winter 2019

LEC Section: 01 Cancelled

ANSO 16 (W) The Ayn Rand Cult

Cross-listings: ANSO 16 COMP 16 RLSP 16

Secondary Cross-listing

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of *Atlas Shrugged* in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, *The Ayn Rand Cult*; Mary Gaitskill, *Two Girls: Fat and Thin*; Gene H. Bell-Villada, *The Pianist Who Liked Ayn Rand* (selections) and *On Nabokov, Ayn Rand and the Libertarian Mind*; and John Locke, *Second Treatise of Government*. We will also view two films: the movie version of *The Fountainhead* (1949) and the 1996 documentary *Ayn Rand: A Sense of Life*. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Grading: pass/fail only

Materials/Lab Fee: approximately \$90 for books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANSO 16 (D1) COMP 16 (D1) RLSP 16 (D1)

Winter 2019

LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Gene H. Bell-Villada

ANSO 99 (W) Independent Study: Anthropology & Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late

September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Antonia E. Foias

ANTH 12 (W) Coastal Navigation

Students will learn basic skills for piloting a small vessel in coastal waters using a compass and paper charts. Areas to be covered include: basic rules of navigation; reading nautical charts; recognizing and interpreting aids to navigation (buoys, lighthouses, etc.); reading a magnetic compass; plotting a position on a chart; plotting a course by dead reckoning; planning and charting a voyage; the use of standard navigation references; the use of open source chartplotting software. Work outside class meetings will consist of assigned readings and practice plotting.

Class Format: mornings

Requirements/Evaluation: periodic quizzes and a final exercise; punctual attendance and all class meetings is required; absences for the purpose of extra-curricular activities will not be excused

Prerequisites: none

Enrollment Limit: 10

Grading: pass/fail only

Materials/Lab Fee: \$77 plus cost of books

Winter 2019

LEC Section: 01 TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Peter Just

ANTH 15 (W) Photographic Literacy and Practice

Cross-listings: ANTH 15 SOC 15

Secondary Cross-listing

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12

Enrollment Preferences: students can email me

Grading: pass/fail only

Materials/Lab Fee: \$0

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 15 SOC 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

ANTH 31 (W) Senior Thesis: Anthropology

To be taken by students registered for Anthropology 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Antonia E. Foias

ANTH 99 (W) Independent Study: Anthropology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Antonia E. Foias

ARAB 31 (W) Senior Thesis: Arabic Studies

Arabic Studies senior thesis.

Class Format: thesis

Grading: pass/fail only

Winter 2019

HON Section: 01 TBA Magnús T. Bernhardsson

ARAB 99 (W) Independent Study: Arabic

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Magnús T. Bernhardsson

ARTH 10 (W) From Metal to Money: Ancient Numismatics

Cross-listings: ARTH 10 CLAS 10

Secondary Cross-listing

How were coins made and circulated in the ancient world? Why did a city or individual choose to mint coins? What role did coins play in people's lived experience, as well as in Greek and Roman visual culture? In this course, we will explore the Western coinage tradition from its origins through Late Antiquity, using the college's own numismatic collection as a basis for methodological discussions and for individual research. In consultation with the professor, each student will select coins from the collection and relate it to each of the different methodological issues under investigation. These topics will include mint and die studies; analysis of coin hoards; approaches to coin finds in archaeological excavation; the use of coins as historical "documents"; and the iconography of Greco-Roman coinage as it relates to classical art history. For most class meetings, students will present a short report on how the methodological issue under discussion relates to specific coins they have selected from the college's collection, before choosing a final research project. In addition to the hands-on experience of working with these coins, we will also survey the different historical coinages from antiquity (e.g., Classical Greek, Hellenistic Greek, Roman Republican) through a series of illustrated lectures.

Class Format: afternoons

Requirements/Evaluation: 10-page paper and a presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to students majoring in Classics, Art History, and History

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 10 CLAS 10

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Nicole G. Brown

ARTH 11 (W) Editorial Cartooning and the Art of Propaganda

Cross-listings: PSCI 11 ARTH 11

Primary Cross-listing

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of *The Berkshire Eagle*. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons

Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to non-art majors

Grading: pass/fail only

Materials/Lab Fee: \$50

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 11 ARTH 11

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

ARTH 16 (W) True and Wild Tales: Argentine Cinema after 1985

Cross-listings: LATS 16 ARTH 16

Primary Cross-listing

The Argentine film industry is one of the most developed in the Spanish-speaking world. It is rich in genres and production scales, and in the issues raised by the films themselves. This immersive course encourages dynamic engagement with these issues, as we watch films that grapple with the country's painful legacy of dictatorial rule, coming-of-age road movies, familial dramas, and riotous comedies that feature that distinctive, biting Argentine humor. Our meetings consist of three mandatory screenings per week, two of which are followed by class discussion. In addition to learning about the Argentine context, we will learn vocabulary and tools for discussing and writing about film. No previous coursework in film, or fluency in Spanish required (the films are subtitled)--only an interest in contemporary Argentine cinema and culture.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; 3 mandatory screenings each week

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to Art Studio and Art History majors, as well as students concentrating in Latino/a Studies

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 16 ARTH 16

Winter 2019

LEC Section: 01 MTR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Mari Rodriguez Binnie

ARTH 17 (W) Architectural Models

Architectural history is generally taught by photographs, which compress three-dimensional things into two-dimensional projections. But describing the dynamic nature of architectural space with a flat image is like describing an ice cream flavor with a flow chart. In this course groups of four or five students will receive measured drawings of major American buildings and construct models at quarter-inch scale. Possible subjects include works by Venturi, Wright, Eisenman, and Jefferson. No previous architectural experience is necessary. After the initial two sessions, there will be two three-hour studio sessions each week where the instructor will critique the projects. At a final meeting, a jury will review the models.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Art majors will have preference

Grading: pass/fail only

Materials/Lab Fee: \$25

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Michael J. Lewis

ARTH 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Cross-listings: ARTS 19 ARTH 19 INTR 19 LEAD 19

Secondary Cross-listing

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 19 ARTH 19 INTR 19 LEAD 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

ARTH 31 (W) Senior Thesis: Art History

To be taken by students registered for Arth 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.

Class Format: independent study

Enrollment Limit: 8

Enrollment Preferences: students need permission of the department to register for this course

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Elizabeth P. McGowan

ARTH 33 (W) Honors Independent Study: Art History

To be taken by candidates for honors by the independent study route.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Amy D. Podmore

ARTH 99 (W) Independent Study: Art History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: Independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Elizabeth P. McGowan

ARTS 12 (W) Portrait Painting: from Fayum mummies to the Obamas

This course will be a hybrid of studio practice and a visual survey of the painted portrait, tracing various approaches to portraiture and mark-making, from the Fayum mummies to the recently unveiled portraits of Barack and Michelle Obama, in order to inform the ways by which we will, throughout the course, paint portraits (of oneself or another). The course will culminate in a final exhibition of each participant's painting, which will be worked on throughout the duration of the winter study, in- and outside of class. We will begin the course by looking to a range approaches to portraiture and engaging in various drawing and painting exercises, before spending the bulk of the remaining time working towards a single, polished painting, in oil or acrylic on canvas or panel. We will analyze many of the touchstone examples of portraiture over the centuries to survey a range of styles and how their respective techniques and painted marks reflected the zeitgeist, or collective psychology of a time and place, in order to inform our own painted works. The course will meet three times per week to engage in dedicated studio work, and group analysis of historic examples of painted portraits. Outside of class, students will be expected to continue their studio work, as well as additional drawing or painting exercises, readings, and possible film screening(s). The final project, a single portrait painting, will be displayed in a group exhibition in the Spencer Art Building at the culmination of the Winter Study period, at which time each artist will present their finished work. No experience necessary, but some background in painting and drawing is a plus. Adjunct Instructor Bio: William Binnie (born Dallas, TX, 1985) is a visual artist living and working in Williamstown, MA and Brooklyn, NY. His work has been exhibited nationally and internationally and is held in a number of public and private collections across the United States, Europe, and Asia. Binnie's work is currently on view at MassMoCA's "The Lure of the Dark: Contemporary Painters Conjure the Night," through 2019. For more information and images of work, please visit: www.william-binnie.com.

Class Format: afternoons

Requirements/Evaluation: final formal public exhibit; completion of one (or more) portrait painting(s), to be worked on over the duration of the course

Prerequisites: no experience necessary, but some background in painting and drawing is a plus

Enrollment Limit: 15

Enrollment Preferences: preference will be given to studio and art history students, and will be given to seniors thereafter

Grading: pass/fail only

Materials/Lab Fee: \$125

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTR 1:00 pm - 3:50 pm PORG 1:00 pm - 1:50 pm William B. Binnie

ARTS 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Secondary Cross-listing

In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph *Self-Portrait as a Drowned Man*, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; formal public exhibit

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Daniel Goudrouffe

ARTS 14 (W) Results May Vary

An exploration of cross-disciplinary sampling: digital and visual art, sculpture, sound, music, moving image, text, theater. Paul de Jong presents the vast media archive the *Mall of Found* as a point of departure for discussion and as the resource for creative exploration, touching upon issues specific to the inception, production and presentation of art using sampled sources. De Jong will address topics related to the creative process and issues specific to the field of sampling: integrity in appropriation, conflict in collaboration, developing method and technique, making your own rules and having changes of heart, documenting and archiving, commercial considerations, presentation and audience subjectivity. Participants will receive a detailed introduction to the archive and its makeup. Throughout, access will be given to the digital collection. The physical archive (housed in North Adams, MA) will be accessible by appointment and through weekly group excursions. After determination of individual and collective goals, emphasis shall be given to a hands-on creative approach, outside-of-class. In-class time will be set aside for weekly individual presentations and critiques, as well as daily group meetings for topical discussions. The course may result in individual or group works presented in a gallery show, as a theatrical/musical performance, a movie showing, a web production, printed matter, publications, or readings. Paul de Jong's *Mall of Found* is home to a wealth of assorted fringe media and ephemera. This includes some 5,000+ VHS, 1,500 LP's, 5,000 cassette tapes, as well as photography, printed matter and film, numbering over 100,000. The subject matter is sprawling, favoring independent and amateur production and analog forms. Categories include: televangelism, self-help, hunting, meditation, technical, instructional, medical and much more. Paul de Jong (formerly of *the Books*) recently released his second solo album *You Fucken Sucker*.

Requirements/Evaluation: final formal public exhibit

Prerequisites: active engagement in the creation of art, photography, film and video, poetry and prose, dance, theater and music

Enrollment Limit: 15

Enrollment Preferences: submitting portfolio, resume or proposal

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Paul de Jong

ARTS 15 (W) Shadow Puppetry

Cross-listings: ARTS 15 THEA 15

Secondary Cross-listing

The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn...It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a letter of interest

Grading: pass/fail only

Materials/Lab Fee: \$215

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 15 THEA 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

ARTS 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Secondary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Class Format: 9:00 a.m. to noon, M-F

Requirements/Evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email

to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: \$75

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 16 (D3) CHEM 16 (D3)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 9:00 am - 12:00 pm PORG 9:00 am - 12:00 pm John W. Thoman

ARTS 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Cross-listings: ARTS 19 ARTH 19 INTR 19 LEAD 19

Primary Cross-listing

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 19 ARTH 19 INTR 19 LEAD 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

ARTS 20 (W) Performing Self-Portraiture in the Age of Instagram

Cross-listings: THEA 20 WGSS 20 ARTS 20

Secondary Cross-listing

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacolby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The

Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 20 WGSS 20 ARTS 20

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kameron B. Neal

ARTS 31 (W) Senior Studio: Independent Project Art Studio

Independent project to be taken by candidates for honors in Art Studio.

Class Format: Independent project

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Amy D. Podmore

ARTS 99 (W) Independent Study: Art Studio

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Amy D. Podmore

ASPH 31 (W) Senior Research: Astrophysics

To be taken by students registered for Astrophysics 493, 494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Jay M. Pasachoff

ASST 31 (W) Senior Thesis: Asian Studies

To be taken by all students who are candidates for honors in Asian Studies.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA George T. Crane

ASST 99 (W) Independent Study: Asian Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA George T. Crane

ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using remotely-operated telescopes in Australia to gather data on new planets. This course, meant for non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Adjunct Instructor Bio: Rob Wittenmyer '98 is Associate Professor of astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with nearly 20 published planet discoveries.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: if overenrolled, preference will be given to first-years and sophomores

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Rob Wittenmyer

ASTR 31 (W) Senior Research: Astronomy

To be taken by students registered for Astronomy 493, 494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Jay M. Pasachoff

ASTR 99 (W) Independent Study: Astronomy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Jay M. Pasachoff

BIMO 99 (W) Independent Study: Biochemistry and Molecular Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01

BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES

BioEYES brings tropical fish to 3rd grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd grade students in the classroom, and assess elementary student learning. No zebrafish experience is necessary; during the first week students will learn to set up fish matings, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 3rd grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks students will present lessons at the schools and review assessment data. Adjunct Instructor Bio:Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. Adjunct Co-Instructor Bio:Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She is a frequent substitute at Lanesborough ES and holds a degree in mechanical engineering.

Class Format: meeting time varies depending on needs of schools and laboratory requirements

Requirements/Evaluation: final project; review of pre and post survey assessments

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Materials/Lab Fee: \$0

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTWR 10:00 am - 2:50 pm PORG 10:00 am - 2:50 pm Jennifer C. Swoap, Renee Schiek

BIOL 12 (W) : New Orleans-Style Jazz and Street Performance

This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz. Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazoos, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "busk," or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate with a "gig" in a local music venue. We will meet twice a week for three-hour sessions, with extra band practices, five hours per week, and performances to be scheduled in accordance to our needs--attendance mandatory. Adjunct Instructor Bio: Andy Kelly, a local Jazz musician and former busker, Williams College Class of '80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

Class Format: afternoons

Requirements/Evaluation: original musical composition with in-class performance; 2-page short research paper and oral presentation; final performance for 'all college' audience

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given in order to: seniors, juniors, sophomores, first-years

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Andrew Kelly

BIOL 13 (W) Introduction to Animal Tracking

This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slideshow. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. Adjunct Instructor Bio: Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for more than 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York as well as his own independent programs for private groups and associations.

Class Format: 10:00am to 3:00pm two days a week

Requirements/Evaluation: attendance, participation, a final presentation of their maps and journals, with attention to detail and content, a field test and 3-page research paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference given to seniors

Grading: pass/fail only

Materials/Lab Fee: \$90 plus cost of book(s)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Dan Yacobellis

BIOL 22 (W) Introduction to Biological Research

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

Class Format: Independent study

Extra Info: meeting time: mornings

Prerequisites: none

Enrollment Limit: POI

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: (D3)

Winter 2019

LEC Section: 01 TBA Robert M. Savage

BIOL 25 (W) Sustainable Agriculture in California

Cross-listings: ENVI 25 BIOL 25

Secondary Cross-listing

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 25 BIOL 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Henry W. Art, Sarah Gardner

BIOL 31 (W) Senior Thesis: Biology

To be taken by students registered for Biology 493, 494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Steven J. Swoap

BIOL 99 (W) Independent Study: Biology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Steven J. Swoap

CHEM 10 (W) Persuasive Presentation--Maximize your Impact

The objective of this course is to introduce a process for preparing and delivering oral presentations with accompanying visuals to enable anyone to maximize their impact. In many fields the ability to transform detailed personal knowledge of a subject into a more broadly accessible message is critical to both personal and organizational success. Often individuals are well prepared as subject matter experts, however, the ability to leverage that expertise into setting a direction or advocating for policy change is learned through trial and error. The instructor of this course has over 25 years of experience presenting scientific and product information in a corporate environment to internal and external customers. This course will focus on a deliberate method for developing persuasive communication that is both engaging and effective. The in-class portion of this course will focus on instruction with a heavy emphasis of "hands on" practice including iterative brainstorming, group sharing and feedback around presentation design, content optimization and oral delivery. The topics for these in class exercises will primarily be provided practice subjects and data sets related to everyday sales pitches and issue advocacy. Student provided topics will also be encouraged. Assigned work outside of class will focus on selected readings, viewing presentations by relevant thought leaders and developing a final presentation on a topic of interest to the student. Students should be prepared to develop ideas they wish to communicate about and preference will be given to students who can articulate concepts they wish to communicate about. This course will utilize Microsoft PowerPoint and Microsoft Excel; students do not need to have expertise in these platforms, however, basic familiarity will be helpful. Adjunct Instructor Bio: Jamie Gardner holds a Ph.D. in Inorganic Chemistry from MIT and leads 3M's Global Fall Protection Laboratory. Over the last 25 years he has focused on the commercialization of Photosensitive, Pest Elimination, Electronic Adhesive, Lithium Ion Battery, Cleaning and Fall Protection products. In pursuit of these efforts he has developed and taught a process utilized to update and influence co-workers, executive stakeholders, customers, external investors and sponsoring government agencies.

Class Format: afternoons

Requirements/Evaluation: final project: students to identify topic of personal interest, develop presentation and present presentation to class

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference given to students who articulate a subject they would like to present on; majors or concentrations in political science/economy, public health, environmental studies and physical sciences

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm James P Gardner

CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include: Ayurveda, cleansing, preventative medicine, mindfulness and meditation, food intolerance awareness, healthy eating and meal planning, deconstructing cravings and overcoming sugar addiction, healthy skin care, and finding your happiness. Adjunct Instructor Bio: Nicole Anagnos is Health Coach and Director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Klo Organic Beauty. She also holds a master's degree in education.

Class Format: twice a week for three-hour sessions as a group

Requirements/Evaluation: completion of assignments, class participation, reflective 5-page paper, creative project, and final presentation that demonstrates a level of personal growth

Extra Info: the course will include two individual sessions, an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques; there will be several books required for this class

Prerequisites: after signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it

Enrollment Limit: 15

Enrollment Preferences: email statements will be used in the event of over-enrollment

Grading: pass/fail only

Materials/Lab Fee: \$85 plus cost of book(s)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Nicole Anagnos

CHEM 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Cross-listings: PHLH 14 ANSO 14 CHEM 14

Secondary Cross-listing

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai

Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Grading: pass/fail only

Unit Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PHLH 14 ANSO 14 CHEM 14

Winter 2019

LEC Section: 01 Cancelled

CHEM 16 (W) Glass and Glassblowing

Cross-listings: ARTS 16 CHEM 16

Primary Cross-listing

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time.

Class Format: 9:00 a.m. to noon, M-F

Requirements/Evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

Grading: pass/fail only

Materials/Lab Fee: \$75

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 16 (D3) CHEM 16 (D3)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 9:00 am - 12:00 pm PORG 9:00 am - 12:00 pm John W. Thoman

CHEM 18 (W) Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

Class Format: daily

Requirements/Evaluation: a 10-page written report

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research

labs, interested students must consult with one or more of the faculty instructors and the Department Chair

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Unit Notes: enrollment limited to space in faculty research lab; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the department chair before electing this course

Materials/Lab Fee: \$0

Distributions: (D3)

Winter 2019

LEC Section: 01 M-F 10:00 am - 3:50 pm PORG 10:00 am - 3:50 pm Katie M. Hart

CHEM 19 (W) Methods in Environmental Chemistry

Cross-listings: CHEM 19 ENVI 19

Primary Cross-listing

This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies *may* include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 19 ENVI 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Anthony J. Carrasquillo

CHEM 22 (W) Introduction to Research in Environmental Analytical Chemistry

Representative projects include: Analysis of sediment and fish samples collected from the Hoosic River drainage basin for contamination with polychlorinated biphenyls (PCBs) and soil, plant and aquatic animal samples from southern Vermont for perfluorooctanoic acid (PFOA) and its chemical relatives. This project focuses on techniques used in environmental analysis including trace-level determination of persistent organic pollutants by GC-MS and/or LC-MS.

Class Format: mornings

Requirements/Evaluation: a 10-page written report

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and with the Department Chair

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm John W. Thoman

CHEM 24 (W) Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.

Class Format: mornings

Requirements/Evaluation: a 10-page written report

Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the Dept. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors and with the Department Chair

Enrollment Limit: POI

Enrollment Preferences: expression of student interest

Grading: pass/fail only

Materials/Lab Fee: \$0

Distributions: (D3)

Winter 2019

LEC Section: 01 W 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Enrique Peacock-López

CHEM 31 (W) Senior Research and Thesis: Chemistry

To be taken by students registered for Chemistry 493, 494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Lee Y. Park

CHEM 99 (W) Independent Study: Chemistry

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Lee Y. Park

CHIN 11 (W) Shanghai Cuisine

Food plays a quintessential role in Chinese culture. Approaching the food ways in various regions in China provides a unique path to a better understanding of the richness and diversity of China's regional cultures. Shanghai cuisine (benbang cai), originated in Shanghai and developed its cooking style under the profound influence of those surrounding regions, is a very popular branch of Chinese food. This hands-on course introduces the culinary tradition of many famous Shanghai dishes. The instructor will demonstrate how to turn those fresh raw ingredients and special seasonings into "color-aroma-tasty" Shanghai style dishes. (e.g. soup dumplings, wontons, eight-treasure rice puddings, red braised pork, sweet and sour spare ribs, crystal shrimp etc.) Through discussions of reading and videos, hands-on practices, as well as independently cooking of certain dishes, students will gain insight into the Shanghainese way of life. Students will be expected to complete assigned readings and videos outside class, participate in discussions and cook with the instructor in class, make a few recipes of what they cook, and write a 10-12-page final essay. The final essay should include 5 to 6 finalized recipes of the dishes students cook and a conclusion. There is a mandatory field trip to a traditional Shanghai restaurant. Important reminder: for students who have food allergies and/or who are vegetarians please inform the instructor and consult your healthcare professional before the course starts on January 3rd, 2019. Adjunct Instructor Bio: Wendy Wan has extensive experience teaching Chinese language and culture at K-12 levels in the United States. She is a Shanghai native and a food enthusiast.

Class Format: two three-hour sessions per week from 10:00 AM to 1:00 PM

Requirements/Evaluation: attendance of all cooking classes and mandatory field trip (50%); in-class efforts (20%); assignments including readings, videos, recipe and reflection paper writing (15%); 10-12-page final essay, which includes student made recipes and conclusion (15%)

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference is given to Chinese language students and based on class years

Grading: pass/fail only

Materials/Lab Fee: \$200

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Wendy Wan

CHIN 25 (W) Taiwan Study Tour

Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the "Taiwan (economic and political) miracle"? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan, Republic of China. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class we'll meet as a group for lunch and discussion. Activities with Taiwanese university students and visits to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience. .

Class Format: travel

Requirements/Evaluation: evaluation will be based on satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities

Prerequisites: none; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: statement of rationale and goals for wishing to participate; CHIN and ASST majors and intended majors who have no previous experience in Taiwan may receive preference

Grading: pass/fail only

Materials/Lab Fee: \$3,800

Distributions: (D1)

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

CHIN 31 (W) Senior Thesis: Chinese

To be taken by all students who are candidates for honors in Chinese.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA George T. Crane

CHIN 99 (W) Independent Study: Chinese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA George T. Crane

CLAS 10 (W) From Metal to Money: Ancient Numismatics

Cross-listings: ARTH 10 CLAS 10

Primary Cross-listing

How were coins made and circulated in the ancient world? Why did a city or individual choose to mint coins? What role did coins play in people's lived experience, as well as in Greek and Roman visual culture? In this course, we will explore the Western coinage tradition from its origins through Late Antiquity, using the college's own numismatic collection as a basis for methodological discussions and for individual research. In consultation with the professor, each student will select coins from the collection and relate it to each of the different methodological issues under investigation. These topics will include mint and die studies; analysis of coin hoards; approaches to coin finds in archaeological excavation; the use of coins as historical "documents"; and the iconography of Greco-Roman coinage as it relates to classical art history. For most class meetings, students will present a short report on how the methodological issue under discussion relates to specific coins they have selected from the college's collection, before choosing a final research project. In addition to the hands-on experience of working with these coins, we will also survey the different historical coinages from antiquity (e.g., Classical Greek, Hellenistic Greek, Roman Republican) through a series of illustrated lectures.

Class Format: afternoons

Requirements/Evaluation: 10-page paper and a presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference will be given to students majoring in Classics, Art History, and History

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 10 CLAS 10

Winter 2019

CLAS 15 (W) Plato's Symposium and Its Afterlife

Cross-listings: COMP 15 PHIL 15 WGSS 15 CLAS 15

Primary Cross-listing

Plato's *Symposium* commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (*eros/Eros*). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the *Symposium* to study its artistic and philosophical "afterlife."

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 15 PHIL 15 WGSS 15 CLAS 15

Winter 2019

LEC Section: 01 Cancelled

CLAS 31 (W) Senior Thesis: Classics

May be taken by students registered for Classics 493-494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Edan Dekel

CLAS 99 (W) Independent Study: Classics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Edan Dekel

CLGR 99 (W) Independent Study: Greek

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a

faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Edan Dekel

CLLA 99 (W) Independent Study: Latin

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Edan Dekel

CMAJ 31 (W) Senior Thesis: Contract Major

To be taken by students registered for Contract Major 493, 494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Julie A. Pedroni

CMAJ 99 (W) Independent Study: Contract Major

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Amanda B. Turner

COGS 31 (W) Senior Thesis: Cognitive Science

May be taken by students registered for Cognitive Science 494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Safa R. Zaki

COGS 99 (W) Ind Study: Cognitive Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Safa R. Zaki

COMP 10 (W) Constructing Gender and Body in the Gym

While it may not be written on the campus map, it's common Williams knowledge that the gym on upper Lasell is called "the EstroGym." Have you ever wondered why cardio spaces, like the EstroGym, seem to be occupied predominantly by women while weight rooms (think Lower Level Lasell) are filled with men? We will explore the answers to this and many more questions in this hybrid physical and academic course. Half of this course will be a critical exploration of phenomena that are often taken for granted within the fitness industry. We will discuss the ways in which cultural understandings of gender and bodies are created and reinforced in physical activity spaces. Topics will include the cultural reinforcement of the gender binary, the policing of nonconforming identities in physical spaces, hegemonic masculinity in the gym, and the social construction of ideal femininity and masculinity. Much of our reading will be grounded in feminist and sociological theory (L. Heywood, *Bodymakers: A Cultural Anatomy of Women's Body Building*; Markula & Pringle, *Foucault, sport, and exercise: Power, knowledge, and transforming the self*) but will also include text and visual sources from CrossFit gyms, international weightlifting competitions, bodybuilding shows, and more. The other half of this course will be taught in the weight room, where students will learn proper strength training form and technique. It is a suitable introduction for novice lifters as well as an opportunity for experienced lifters to improve and refine their technique. Students will explore the differences between powerlifting, Olympic weightlifting, and bodybuilding and will have the opportunity to practice these different forms. This includes, but is not limited to, the following exercises: squat, deadlift, overhead press, bench press, clean, jerk, push-up, and pull-up. Outside of class meeting times, students will be expected to complete readings, brief writing assignments (1-2 pages max), gym observations, short film viewings, and gym selfies (seriously). Depending on class size and logistics, we may take 1-2 field trips to other local gyms for observation purposes. Details TBA. ****IMPORTANT NOTE:** This course is open to students with any type of lifting experience (from zero physical activity background to Olympic athlete). This also includes students with any form of disability, so long as they are cleared by a licensed medical provider.

Requirements/Evaluation: 2- to 3-page paper and final project

Prerequisites: none--open to those with any type of lifting experience (no experience to Olympic athlete), including students with any form of disability as long as they are cleared by a licensed medical provider

Enrollment Limit: 14

Enrollment Preferences: students will write a paragraph explaining why they want to take the course

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

COMP 11 (W) Queer Russia

Cross-listings: COMP 11 RUSS 11 WGSS 11

Secondary Cross-listing

A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia's suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country's queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons

Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 11 RUSS 11 WGSS 11

Winter 2019

LEC Section: 01 MTR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Julie A. Cassidy

COMP 12 (W) The Grand Hotel in Modern Fiction and Film

Cross-listings: COMP 12 GERM 12

Secondary Cross-listing

The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and possible class confusion, of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: *The Last Laugh*, *Grand Hotel*, *Grand Hotel Budapest*, *Anomalisa*, *Screaming Man*, *Hotel Sahara*, *Hotel Rwanda*, *A Single Girl*, *Maid in Manhattan*. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality. In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (*Anomalisa*, *Single Girl*), or the trauma of civil war and the raced body (*Hotel Rwanda*, *Screaming Man*), or cultural alienation and the inability to feel joy (*Lost in Translation*, *Hotels of North America*). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (*Maid in Manhattan*), satires highlight the confidence man/trickster who profits from social pretensions (*Felix Krull*, *Grand Hotel*). Class lines are straddled and the boundaries between death and life blurred (*Hotel World*, *Hotel Sahara*) as the hotel space becomes a riotous echo chamber, mirroring precarious lives of illegal migrants and displaced workers.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 12 GERM 12

Winter 2019

LEC Section: 01 MWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Helga Druex

COMP 13 (W) Fanon: Anticolonialism and Revolution

Cross-listings: COMP 13 ENGL 13

Secondary Cross-listing

This course will serve as an intensive introduction to Fanon's philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon's writing has been taken up by protest movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; 5-page paper; 2- to 3-page paper

Extra Info: tutorial-style pairing

Prerequisites: none

Enrollment Limit: 10

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 13 ENGL 13

Winter 2019

LEC Section: 01 Cancelled

COMP 15 (W) Plato's Symposium and Its Afterlife

Cross-listings: COMP 15 PHIL 15 WGSS 15 CLAS 15

Secondary Cross-listing

Plato's *Symposium* commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (*eros/Eros*). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the *Symposium* to study its artistic and philosophical "afterlife."

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 15 PHIL 15 WGSS 15 CLAS 15

Winter 2019

LEC Section: 01 Cancelled

COMP 16 (W) The Ayn Rand Cult

Cross-listings: ANSO 16 COMP 16 RLSP 16

Secondary Cross-listing

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of *Atlas Shrugged* in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, *The Ayn Rand Cult*; Mary Gaitskill, *Two Girls: Fat and Thin*; Gene H. Bell-Villada, *The Pianist Who Liked Ayn Rand* (selections) and *On Nabokov, Ayn Rand and the Libertarian Mind*; and John Locke, *Second Treatise of Government*. We will also view two films: the movie version of *The Fountainhead* (1949) and the 1996 documentary *Ayn Rand: A Sense of Life*. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Grading: pass/fail only

Materials/Lab Fee: approximately \$90 for books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANSO 16 (D1) COMP 16 (D1) RLSP 16 (D1)

Winter 2019

LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Gene H. Bell-Villada

COMP 31 (W) Senior Thesis: Comparative Literature

To be taken by students registered for Comparative Literature 493-494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Christopher M. B. Nugent

COMP 99 (W) Independent Study: Comparative Literature

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Christopher M. B. Nugent

CRHE 99 (W) Independent Study: Hebrew

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jane E. Canova

CRHI 99 (W) Independent Study: Hindi

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jane E. Canova

CRKO 99 (W) Independent Study: Korean

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jane E. Canova

CRLA 99 (W) Independent Study: Critical Languages

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jane E. Canova

CRSW 99 (W) Independent Study: Swahili

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jane E. Canova

CSCI 11 (W) Hour of Code

Knowledge of computing fundamentals empowers people with a unique set of problem-solving skills. These skills are currently in high demand and are expected to remain so in the foreseeable future. Yet computer science isn't just a useful skill--it's also a limitless canvas for expressing one's own creativity. Computer science is interesting *and* fun! Hour of Code is a one-hour, hands-on workshop that introduces young students to computer science. Not surprisingly, mastery of computer science takes a bit longer than one hour. Therefore, the goal of Hour of Code is simply to demystify computer programming. A typical workshop blends self-paced activities with in-class tutorials. The best Hour of Code experience inspires participants to pursue further study in computer science on their own time. The first half of this winter study course exposes you to elementary programming, the nuts and bolts of pedagogy, and prepares you to run an Hour of Code workshop. The second half puts your training into practice: you will organize and run an Hour of Code workshop in a Berkshire-area middle school. No prior computer science knowledge is required. The only prerequisite is a love of technology and an enthusiasm for working with young learners.

Class Format: afternoons

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: 1/2 CS students; 1/2 non-CS students, with preference to first- or second-year students

Grading: pass/fail only

Materials/Lab Fee: \$35

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Daniel W. Barowy

CSCI 12 (W) Stained Glass Tiling: Quasicrystals and Geometric Solids, Building an Invisibility Cloak

In this course students learn geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student will make a single panel of stained glass from a mosaic of transparent colored glass tiles. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials are included where necessary. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up a group exhibition of work, and tidying the lab at the end of Winter Study. This course is time-consuming. More information may be found at <https://coombscriddle.wordpress.com/2016/03/28/stained-glass-tiling-the-process/> Adjunct Instructor Bio: Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal

College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640, debora@coombscriddle.com Photos: <http://www.coombscriddle.com> and <http://coombscriddle.wordpress.com>

Class Format: mornings, 15 hours per week. Students must be willing and able to put in an additional 5-10 hours per week outside of class

Requirements/Evaluation: creativity and effort demonstrated throughout; quality of finished panel and final presentation; teamwork whilst mounting exhibition; attendance; formal public exhibit

Prerequisites: no previous experience in art or geometry is necessary, however, ideal applicants will have an interest in art or mathematics, patience, good hand skills and want to spend at least 20-25 hours per week working on their project

Enrollment Limit: 10

Enrollment Preferences: preference to seniors and those who express an early or specific interest

Grading: pass/fail only

Materials/Lab Fee: \$260

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Debora Coombs

CSCI 14 (W) Creative Dynamics

Cross-listings: CSCI 14 MATH 14

Secondary Cross-listing

Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/selective dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.

Class Format: mornings

Requirements/Evaluation: grading will be based on class participation, presentation of results, and a final project

Prerequisites: solid computer programming skills in some language with good support for graphics

Enrollment Limit: 15

Enrollment Preferences: computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 14 MATH 14

Winter 2019

LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Stewart D. Johnson

CSCI 16 (W) Introduction to Tech Entrepreneurship

This course provides an introduction to the fundamental aspects of building a technology startup. It's one thing to make software--and it's another to build a successful software company. You will learn how to develop product/market fit, how to build an MVP (minimum viable product), how to market products on a budget, organizing and running a team, shipping software, and the different types of corporate structures. You'll learn from a range of successful entrepreneurs and industry experts, through their writings as well as short guest appearances (via video calls) during classroom sessions. Students will create a demo and 5-minute pitch (pitch deck optional) by the end of the course. For the product demo, students can choose to produce either working code, a technical white paper, or design mockups/wireframes. Students will be graded on the quality of the product demo and pitch. Attendance and participation will also be taken into account for final grades. Students will have the opportunity to show off their final products, and their pitches, in an optional Demo Day. Adjunct Instructor Bio: Elissa Shevinsky '01 helped launch Geekcorps (acquired), Everyday Health (IPO), Daily Steals, Glimpse, and Brave (\$35M ICO.) Shevinsky was featured on the cover of the New York Times Sunday Business, for her startup Glimpse.

Shevinsky is Editor of the book "Lean Out: The Struggle for Gender Equality in Tech and Startup Culture."

Class Format: afternoons

Requirements/Evaluation: attendance and participation in class; final project

Prerequisites: CSCI 134 or CSCI 135 or permission from the instructor

Enrollment Limit: 22

Enrollment Preferences: preference given to Computer Science students, and to students who demonstrate evidence of entrepreneurial initiative

Grading: pass/fail only

Materials/Lab Fee: \$135 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 RF 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Elissa B. Shevinsky

CSCI 23 (W) Introduction to Research and Development in Computing

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. *Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.*

Class Format: TBA individually arranged

Requirements/Evaluation: final paper and presentation/demonstration

Prerequisites: project must be preapproved by the faculty supervisor

Enrollment Limit: POI

Enrollment Preferences: preference given to sophomores and juniors

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 TBA William J. Lenhart

CSCI 28 (W) Solution Design: from Ideas to Implementation

Cross-listings: CSCI 28 ECON 28

Secondary Cross-listing

Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers--and Williams students--like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students' choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can

improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Allan Wellenstein

CSCI 31 (W) Senior Thesis: Computer Science

To be taken by students registered for Computer Science 493-494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Jeannie R Albrecht

CSCI 99 (W) Independent Study: Computer Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Jeannie R Albrecht

DANC 10 (W) Funk Styles/Hip-Hop Dance

This course will focus on the foundations of Hip-Hop as dance and as culture. The techniques of lockin', poppin', breakin', 90's and house dance as well as terminology and history. Technique class will include across the floor and center combinations allowing dancers to find their relationship to athleticism, dynamics and articulation of the body. We will also view and discuss media and literature that contextualizes Hip-Hop, deepens understanding of the form as dance and embodied history. Students will journal to reflect and record information. Technique class will meet three times

a week followed by a required rehearsal of choreography that will be created. The expected contact hours will meet the required average of 20 weekly.

Class Format: afternoons; required practice times are 10am-11:50am (Technique and Context), 11:50am-1pm (Lunch Break), 1pm-3pm (Practice)

Requirements/Evaluation: final performance

Prerequisites: some experience in any type of dance form or athletics and an interest in the history of Hip-Hop

Enrollment Limit: 20

Enrollment Preferences: instructor will contact waitlisted people via email to determine

Grading: pass/fail only

Materials/Lab Fee: \$25 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TRF 10:00 am - 11:50 am TRF 1:00 pm - 3:00 pm PORG 10:00 am - 11:50 am Shakia F. Johnson

DANC 11 (W) BFF Beginner (Ballet Film Festival!)

This course is for ANYONE interested in learning more about ballet, through a variety of experiences. First will be physical practice, 2 times per week. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class; separate classes will be held for intermediate/advanced dancers. All course participants will gather together twice a week for movie/documentary viewings of a wide range of films (primarily) about ballet and ballet dancers from around the world, and/or group discussions about the films as well as the history and/or current context related to them. Reading and additional viewing material will be assigned. At the end of Winter Study, students will participate in an informal physical presentation. Students must contact the instructor at jmp2@williams.edu for proper level placement.

Class Format: afternoons

Requirements/Evaluation: evaluation will be based on individual progress in the physical components, as well as on the quality of participation in all activities--physical work as well as discussions

Prerequisites: none for beginner-level students; sufficient prior ballet training (with permission and/or placement class from instructor) for intermediate/advanced level students

Enrollment Limit: 30

Enrollment Preferences: students who are planning on taking DANC 203 in the Spring will get preference

Grading: pass/fail only

Materials/Lab Fee: \$100

Winter 2019

LEC Section: 01 MW 12:30 pm - 2:00 pm MW 2:00 pm - 4:00 pm PORG 12:30 pm - 2:00 pm Janine Parker

DANC 99 (W) Independent Study: Dance

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA Sandra L. Burton

ECON 10 (W) A Practitioner's Overview of Securities Markets and Investment Banking

A broad overview of various aspects of the Fixed Income and Equities Markets and the role of Investment Banks. Topics, amongst others, will include: The effect of Fiscal and Monetary policy on Markets, Securities Sales and Trading, Bonds and Bond Math, Public Equities and Asset Management, Credit Analysis, Private Equity and Leveraged Buy-outs, Mergers and Acquisitions and Risk Management. Course will focus on real life practices and will include guest speakers and case studies. Course Goal: (1) to provide you with an understanding of how modern capital markets operate from a practical, real-life perspective (2) to help you think critically about issues effecting the stock and bond markets, and (3) to have fun and instill a passion in some of you for future study and/or work in the Securities Industry. Required Readings: (1) *Understanding Wall Street* (Fifth Edition) by Jeffrey Little and Lucien Rhodes (2) Packet of Case Studies (3) Students will be asked to read the Wall Street Journal on the day that each class meets. Class will meet 3 days per week for 2-3 hours per meeting. Outside of class, students will spend time on readings, preparation for case studies, and writing term paper. Adjunct Instructor Bio: Tim Bock '88 worked at Credit Suisse for 28 years where he ran Global Capital Markets, leading a unit of 250 Investment Bankers responsible for Credit Suisse's global financing businesses, including equity capital markets, debt capital markets, leveraged finance origination and corporate derivatives. Tim held several other leadership roles at CS, including Global Co-head of the Product platform in the Private Bank and Head of Derivatives Origination in the Equity and Fixed Income Departments.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on Group Case Study (oral presentation), 5-page term paper (topic TBD); class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If overenrolled, priority will be based on written statement of interest

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MTW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Timothy D. Bock

ECON 11 (W) Financial Accounting & Financial Modeling for Private Equity & Investment Banking

ECON 11 is an intensive winter study designed for students intending to pursue or explore professional opportunities in finance and investing, with a focus on the private equity industry. Incorporating instruction by a dynamic mix of industry professionals and faculty, the course aims to equip students with the fundamental skills required in many entry-level finance positions, preparing them for interviews, internships, and jobs in the field. The course is structured as four-section progression over the four-week term. The first section is an introduction to the basic concepts of corporate finance, and an overview of the private equity and investment banking industries. The second section covers financial accounting, during which students will learn accounting fundamentals, and how to construct, interpret and analyze financial statements. In the third section, students will receive rigorous training in financial modeling and valuation methods, provided by Training the Street, a professional financial training firm. In the fourth week, students will put to test the skills they've acquired and build financial models to evaluate an investment in a case company. This is a unique opportunity to receive professional-level training in core competencies of finance and investing, and students are expected to approach it as such. Given the nature and depth of material to be covered, students should plan on committing 20+ hours and 4-5 days per week between in-class sessions and assignments. Adjunct Instructor Bio: Alex Reeves '11 currently works in Corporate Strategy and Development at Penumbra, a medical technology company based in the San Francisco area. Prior to Penumbra, Alex was an Associate at private investment firm Graham Partners, where he evaluated investments in industrial and manufacturing-related businesses, and supported portfolio companies and their management teams across a range of strategic and financial initiatives. Alex plans to attend the Tuck School of Business in the fall of 2018. Adjunct Co-Instructor Bio: A.J. Rossi graduated from the University of Pennsylvania in 2014, with a double major in Economics and Political Science. A.J. has since joined Graham Partners as an Associate, where he sources and evaluates new investment opportunities and also provides support and oversight for a number of Graham Partners' portfolio companies. A.J. also currently manages the firm's intern and analyst training programs. Steven C. Graham '82 founded private investment firm Graham Partners in 1988 and serves as Senior Managing Principal. He oversees all of the activities of the firm, including investment sourcing, evaluating, monitoring and divesting.

Class Format: mornings and afternoons

Requirements/Evaluation: final project, short assignments

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference in order of: sophomore; junior; first-year; senior; if over-enrolled, students will submit written statements of interest

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 M-F 10:00 am - 3:50 pm PORG 10:00 am - 3:50 pm Alexander J. Reeves, AJ Rossi

ECON 12 (W) Public Speaking

This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study great American speeches, presidential debates, and other examples for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference will be based on written statement of interest

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: (D2)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Lara D. Shore-Sheppard

ECON 13 (W) Essential Tools for Startups to Change Good Ideas to Successful Businesses and Organizations

This course provides a road map for turning business ideas into successful businesses. Students generate business ideas and then work in teams to develop a business model to take the ideas to startup and beyond. The course also provides basic training in design thinking, business financials, and business analysis. The course uses the Lean Launchpad methodology used at major business schools throughout the world and endorsed by the National Institutes for Health and the National Science Foundation for commercializing research projects. The course is appropriate for students in any field of study who want to know how to build a startup that succeeds. The class will meet for two and a half hours three days a week for short lectures, discussions, group work, and presentations. Outside of class, students will be required to watch online lectures and videos, read handouts, and to work in teams to develop and research their business models. Teams will be required to develop a team plan, to interview customers, to analyze the results, to revise their plans, to meet with the instructor, and to develop presentations of their work. Each team will make weekly presentations along with a final presentation of their work. They will also develop a team video of the lessons the team learned during the course. Students will also be required to provide a 2-3 page final paper of their experiences in the course. Adjunct Instructor Bio: Steve Fogel has thirty years of experience working with startups. He has helped over 1,000 people start businesses and works with hundreds of entrepreneurs each year. He has used the Lean Launchpad methodology for the past six years and received training at Stanford University.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; weekly group presentations of the results of investigations done outside of class

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors first

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Steven P. Fogel

ECON 14 (W) Sports Economics

Students will identify an empirical question relevant to a sport. This may be done in consultation with faculty from the Athletics Department. They will then work in a group to review the existing literature, assemble appropriate data and construct an econometric model aimed at addressing the question of interest. The statistical software package STATA will be used for the analyses. The resulting research will be presented at the end of the January term.

Class Format: mornings

Requirements/Evaluation: group-based 10-page paper and final presentation

Prerequisites: Econometrics or suitable substitute

Enrollment Limit: 20

Enrollment Preferences: if over-enrolled, preference will be given to senior and junior Economics majors

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Will Olney

ECON 15 (W) Value Investing and Other Hedge Fund Strategies

The intent of the class is to introduce students to the principles of fundamentals based equity investing. The primary focus will be on value investing, but we will broadly explore different equity investment strategies, understand the process behind successful equity selection, and study great investors. While oriented towards students interested in careers in investment management, students contemplating careers in consulting and investment banking will also benefit. Adjunct Instructor Bio: Rahul Bahl '09 is an investment analyst at Hidden Hills Partners Fund, a value oriented hedge fund in San Francisco. Prior to HHPF, Rahul was an Associate in GE Capital's Private Equity Group assisting in the management of their \$2Bn portfolio of public and private investments.

Class Format: mornings

Requirements/Evaluation: 10-page paper; final project

Prerequisites: quantitative background (math, econ, sciences) and ideally sophomores and juniors (students applying for internships)

Enrollment Limit: 15

Enrollment Preferences: instructor discretion

Grading: pass/fail only

Materials/Lab Fee: approximately \$200 for books

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Rahul Bahl

ECON 16 (W) Venture Capital--A Legal, Financial and Business Perspective

The course will examine the venture capital industry from both a theoretical and practical perspective and will focus on the interplay of the legal, business, economic and financial issues that need to be dealt with in the formation, organization, governance and financing of new enterprises. The course is designed to provide students with a fundamental knowledge of the corporate and other laws applicable to venture capital, as well as with an appreciation of the concerns of entrepreneurs, venture capitalists and early employees. Class sessions will be devoted primarily to a discussion of business cases taken from the entrepreneurial curriculum of the Harvard Business School. In addition, students will be required to participate in small

groups prior to class to prepare advice for entrepreneurs or key employees in three scenarios--an early stage company negotiating with a key executive the company is seeking to hire, a company considering two competing term sheets for venture financing and a company faced with the need for additional financing in a distressed situation. An alternative to one of these scenarios would involve splitting the class into small groups designated as either founders or investors and requiring the groups to negotiate investment terms. As a capstone to the class, students will participate in an in-class business simulation game developed at Wharton that will require students to interact in assigned roles as founders, investors or key employees. In addition to reading and analyzing the assigned business cases prior to class, students will be asked to review various background materials. Classes will meet for at least six hours per week, with additional sessions scheduled for meetings with outside industry experts that accept invitations to address the class. Adjunct Instructor Bio: Mr. Schwed retired from the law firm of WilmerHale in December 2015 after a 40-year career focused on private equity and venture capital. For nine years, he was an adjunct professor at George Washington University Law School teaching a course on venture capital law. He taught this course during Winter Study in 2017 and 2018. Mr. Schwed graduated from Williams with a degree in Economics in 1971 and from Harvard Law School in 1974.

Class Format: mornings; occasional afternoon sessions will be held to meet with industry guests on an informal basis

Requirements/Evaluation: participation in class, preparation of discussion outlines (each equivalent to a 3-4 page paper) in connection with the small group assignments, and participation in the business simulation game

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: by lot with preference for seniors

Grading: pass/fail only

Materials/Lab Fee: \$100

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Robert A. Schwed

ECON 17 (W) Watching Wall Street from Washington: Financial Market Analysis for the Public Sector

This course investigates the strategies for, as well as the relevance of, financial market analysis directed toward the public good. Students will develop a deeper understanding of global financial markets, and learn how that understanding can be leveraged to help shape and achieve policy goals. Specifically, the course will cover five major topics: 1) Basic techniques for financial market analysis across a variety of major asset classes; 2) The characteristics of financial market analysis--its forms, theoretical underpinnings, positive attributes, and deficiencies; 3) The hierarchy of policy relevance of financial market analysis; 4) Costs, risks, and difficulties of financial market analysis for the public sector; and 5) Future challenges and formulations of public sector market analysis given the technological developments in finance, money management, and trading. Readings will primarily be publicly available articles and papers, as well as one basic reference book: Gliner, Greg; *Global Macro Trading: Profiting in a New World Economy*; Bloomberg Press, 2014. We will meet three times a week for two-hour sessions, with extra discussion and presentation times scheduled in accordance to our needs. Adjunct Instructor Bio: John Fagan '95, Director of the Treasury Markets Room and former senior strategist at Discovery Capital, holds a JD and an MPA from Harvard and a BA from Williams.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on a 5- to 10-page presentation including charts and succinct text to be presented in a 10 minute briefing format; attendance and participation will also be taken into account

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 12

Enrollment Preferences: preference to seniors

Grading: pass/fail only

Materials/Lab Fee: approximately \$40 for the required book

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am John Fagan

ECON 18 (W) Games!

Cross-listings: ECON 18 ENVI 18

Primary Cross-listing

We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm

Requirements/Evaluation: final project; game journal

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: expressed interest

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 18 ENVI 18

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Sarah A. Jacobson, Pia M. Kohler

ECON 19 (W) Wall Street to Main Street: A Liberal Arts Approach to Wealth and Financial Management

The term "Wealth Management" may already have STEM majors, history majors, performing artists and for that fact most liberal art students skipping to another course title. But why is this relatively new field being populated by the very people most likely to skip this offering? The challenges and issues involved in the field of Wealth Management touch everyone, not just the perceived elite on Wall Street. Early life decisions about such matters such as paying back student debt, getting married, buying a house are just the beginning of a life entangled with the issues of allocating and managing one's resources. At its root, wealth management is a multidisciplinary field, so whether as a consumer (which everyone will be) or a potential practitioner, this course will hopefully provide an introduction to the major issues, terminology, and theories that make up the field. This includes gaining an understanding of basic tenets including: Risk/Reward, Time Value of Money, Borrowing principles, gifting, gifting to Williams College, and other areas of market theory. Through simulations, group projects and an individual paper, students will gain a solid overview of the field, demystifying its language and becoming better lifetime consumers with the potential result of creating one or two eventual practitioners. Adjunct Instructor Bio: Kate Kennedy '88 is an Attorney and CPA who is a co-leader of the Executive Financial Planning practice at a growing Registered Investment Advisor. She has practiced law, done taxes, survived the 2008 financial crisis. She has worked as an attorney in a law firm as well as at Arthur Andersen LLP, The Ayco Company (A Goldman Sachs Company); Lehman Brothers; Barclays and now is a Partner at HPM Partners (which is to be renamed by 7/1/18).

Class Format: mornings

Requirements/Evaluation: one short paper and class participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: random selection; preference to non-economics majors

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

ECON 20 (W) Ethical Issues of Hedge Fund Compliance and Regulation

Through lecture and case-study, this course is designed to introduce students to the structure and goals of hedge funds, the relevant laws and regulations that govern them, and the ethical issues which arise as an employee and in-house counsel. Having established a working foundation of what a hedge fund is and how it operates, students will focus on the various conflicts of interest endemic to a hedge fund structure. Conflicts between the hedge fund manager and the hedge funds (employees and their investors) as well as conflicts among the multiple funds themselves. Students will learn to recognize these conflicts not just in finance but throughout their daily lives. The course will detail the structure of the compliance departments that monitor hedge funds and the ethical obligations of in-house compliance and legal departments. The class will work through real life examples of issues that have arisen at hedge funds in recent years. Cases will involve some of the significant issues monitored by compliance such as insider trading, failure to disclose information to investors, conflicts of interest, bribery issues, Anti-money laundering issues, and presentation of the fund's performance. The class will examine the responsibilities of young analysts at a hedge fund and what is expected of them as well as the pressure they face to play close to the edge of what is legal. The course will discuss creating a culture of compliance and what that entails from the compliance department as well as from employees themselves. What are the obligations of the individual to speak out when violations are observed? The students will be presented with articles about hedge funds from both the media, the SEC and hedge funds themselves. These readings will present the students with a window into the goals of hedge funds and the ethical issues which must be managed when working at a hedge fund. Adjunct Instructor Bio: Mark Schein '88: Econ/American Studies; Vanderbilt Law School 1991; Assistant District Attorney Bronx DA's Office (prosecuted organized crime and police corruption) (1991-1997); Trial Counsel NYSE Enforcement Division (1997-2001); Director of Broker Dealer Compliance US Trust Company (2001-2004); Director of Anti-Money Laundering Schwab Capital Markets (2004-2005); Chief Compliance Officer York Capital Management (2005 to present).

Requirements/Evaluation: 5-page paper; the assessments are based on presenting the students with real-life compliance issues and asking them to prepare a policy and procedure to help manage this issue for the firm

Prerequisites: interest in finance or ethics

Enrollment Limit: 30

Enrollment Preferences: preference to juniors and seniors; other prospective students based on a paragraph describing their interest in the course

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MTW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Mark D. Schein

ECON 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Primary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$15

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm William M. Gentry, Paula M. Consolini

ECON 23 (W) Investing

This class is designed to provide students with an overview of endowment and investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams' \$2.7 billion endowment. Through presentations, discussion, readings, and project work, Winter Study students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored. Students will learn about portfolio theory as well as specific asset classes such as global equities, hedge funds, venture capital, buyouts, real estate, and fixed income. Students are expected to attend all on-campus classes (approx. 6 hours/week) and complete a set of relevant readings, a case study exercise, journal entries, and a final project (approx. 20 hours/week). Students will also be required to complete an introductory excel course. The course is open to freshmen, sophomores, and juniors. Adjunct Instructor Bio: Abigail Wattley '05, Managing Director--Abigail rejoined Williams College in September 2010 after business school. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail was a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from Harvard Business School in 2010.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: if overenrolled, students will be selected via phone interviews

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Abigail G. Wattley

ECON 24 (W) Economics, Geography and Appreciation of Wine

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

Class Format: Tuesday and Thursday evenings

Requirements/Evaluation: in addition to the final project presentation, a blind tasting exam

Prerequisites: none, but students must be 21 years old on or before the first day of class

Enrollment Limit: 10

Enrollment Preferences: mix of academic record and diversity of backgrounds and interests

Grading: pass/fail only

Materials/Lab Fee: \$300

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 7:00 pm - 10:00 pm PORG 7:00 pm - 10:00 pm Peter L. Pedroni

ECON 27 (W) Quilting Inspired by Gee's Bend

Quilting as an art form is present in many communities, but residents of Gee's Bend, Alabama are recognized for their very distinctive quilting style. In this hands-on class students will learn the basics of quilt-making, inspired by the designs and techniques used in Gee's Bend. Students will also learn about the history of this group of African American quilt-makers and the economic forces that influenced their work. The course will involve field trips to a local quilt store and museum, instruction in techniques such as improvisational piecing, and creation of an original art quilt. The course will culminate with a public exhibition of students' quilts. No previous sewing experience required. Adjunct Co-Instructor Bio: Chris LaLumia is a life-long quilter and retired teacher. She taught one of her daughters to be an award-winning art quilter. Her other daughter is an economics professor at Williams College.

Class Format: mornings

Requirements/Evaluation: final formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$355

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Sara LaLumia, Christian LaLumia

ECON 28 (W) Solution Design: from Ideas to Implementation

Cross-listings: CSCI 28 ECON 28

Primary Cross-listing

Designing a pair of computerized glasses is not enough. Who will use them, and what problems will they solve? How can you be certain someone will adopt your new technology before you spend millions of dollars building it? Google Glass and other wearable technologies have struggled to answer these questions. In fact, somewhere between 40 and 60 percent of large IT projects fail and all too often, the cause has little to do with the quality of technical engineering. Innovators often solve the wrong problem, misidentify the users of the software, or fail to adapt to evolving requirements. The challenge is that engineers--and Williams students--like to be told what problem they are to solve, but the average consumer is terrible at knowing what they want until they see how the new product will work. Solution design offers a powerful framework for resolving this paradox efficiently. We will examine how to visualize interactions between market forces, corporate directives, and engineering requirements, and how to apply design thinking to generate novel ideas within these constraints. Then, we will interrogate the strength of our ideas by asking author Marty Kagan's questions: is it feasible? is it valuable? will someone use it? and does it have business viability? Readings by Steve Blank and Eric Reis emphasize the importance of low-cost, rapid prototyping/experimentation and statistical analysis thereof that results in actionable development goals. Finally, we will introduce topics in human computer interaction, and organization tools for complex technical collaborations like Git and the Getting Things Done methodology for task management. Throughout the course, small teams will deploy this toolkit against problems of the students' choosing. One team may wish to design a new app for the WSO website. Another team may choose to interview a local organization and design a technology powered tool that can improve its operations. You are the innovator. Small teams of students will each execute one iteration of design and prepare a plan for developing a technological solution to a problem of their choosing. The contents of the plans may include: careful descriptions of the product's goals, stakeholders, target users, assumptions, and constraints; a business plan; sketches of a user interface; first steps in programming an application; write ups of experiments intended to test underlying assumptions; and a direction for future development efforts. Adjunct Instructor Bio: Allan Wellenstein is a senior vice-president at DataArt, a global technology consulting firm and the head of their Solution Design consulting practice. Allan has over 15 years of experience helping some of the world largest companies design and implement massive technology transformations. Though technically headquartered in New York City, he lives with his wife and three children in Pittsfield, MA.

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students will be asked to submit a brief paragraph describing their interest in the course and what they hope to get out of it

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 28 ECON 28

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Allan Wellenstein

ECON 30 (W) Honors Project: Economics

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

Class Format: honors project

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Steven E. Nafziger

ECON 31 (W) Honors Thesis: Economics

To be taken by students participating in year-long thesis research Economics 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Steven E. Nafziger

ECON 99 (W) Independent Study: Economics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA David J. Zimmerman

ENGL 11 (W) The Brontes and the Visual Art Journal

Academic courses from all disciplines at Williams often require the use of a journal to help students focus on their work. This course will push that concept to its limit as we explore some of the classic writings of Charlotte, Emily and Anne Bronte. Our goal will be to find real and tangible ways that visual art journaling can enhance our learning of literature. We will create and record visual insights as we read, and we will explore how this practice can help us conceive what we are reading. In addition to reading the entirety of Charlotte Bronte's *Jane Eyre* we will read Emily Bronte's *Wuthering Heights* as well as selections from Anne Bronte's *The Tenant of Wildfell Hall*. There will also be readings from various authors and artists on the subject of journaling as a tool for learning. Adjunct Instructor Bio: Patricia Malanga received her BA in English Literature from the University of Massachusetts in 1990. While working as the Academic Assistant in the English Department here at Williams for the last 20 years, she has explored her love of literature and her love of the visual arts. This course will be the culmination of those interests.

Class Format: afternoons

Requirements/Evaluation: at least 10 pages of free style journal writing, a finished visual journal and participation in class discussion, projects and assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference to English and Art majors

Grading: pass/fail only

Materials/Lab Fee: \$30 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Patricia S. Malanga

ENGL 12 (W) The Art of Telling a Good Story

How do you offer an audience, out loud, a compelling and memorable story? This course will aim to develop both a sense of the structure behind a good story and the improvisational skills that bring a told story to life. In class we'll tell stories. We'll explore basic approaches to shaping stories (and elaborations on these approaches), as well as what makes a story a "story" instead of something else, using the models of folktales and narrative nonfiction. We'll engage in improvisational exercises, and explore the expressive capacities of voice, body, tempo and silence, considering how the improvisation of told tales might intersect with or resemble improvisational performance in other arts. We'll also discuss issues facing tellers of traditional tales, personal stories, and other story types. When do you or do you not have the right to tell a particular story? How do you claim "authority" to tell a story? What are the implications of choosing the stories we do tell? What stories need to be told that are not? What stories need amendment? What does storytelling mean for other academic or social realms? Outside class, students will analyze and critique videos of other storytellers with the goal of enhancing their own storytelling strategies. Students will prepare for presentation in class three different kinds of stories and will offer stories to two different public audiences, one on campus and another in a local school. Students will also be asked to write a brief reflective essay. The class will meet for two hours a day, Monday through Thursday. Adjunct Instructor Bio: Kelly Terwilliger has been telling stories professionally for 17 years in schools, libraries, festivals, parks, museums, community centers, and pubs.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; performances, one of which will be offered to the wider public

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: statement of student interest

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kelly Terwilliger

ENGL 13 (W) Fanon: Anticolonialism and Revolution

Cross-listings: COMP 13 ENGL 13

Primary Cross-listing

This course will serve as an intensive introduction to Fanon's philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon's writing has been taken up by protest movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; 5-page paper; 2- to 3-page paper

Extra Info: tutorial-style pairing

Prerequisites: none

Enrollment Limit: 10

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 13 ENGL 13

Winter 2019

LEC Section: 01 Cancelled

ENGL 14 (W) Humor Writing and Analysis

In this class we'll hijack the tools of fiction writers, dishonor the genre of memoir, perpetuate the problem of fake news and push the bounds of taste in memes. You'll write something for every class, and most of your writing will be discussed in a workshop format. You'll also submit written reflections on the required text, *Just the Funny Parts* by Nell Scovell and make an oral presentation analyzing a specific work that you consider an example of comic excellence. We'll discuss what kind of relationship thinking people should have with sexist, ethnic and religious humor. And we'll talk quite a bit about postmodernism. Hey, it's an English class. Adjunct Instructor Bio: Eric Randall is a journalist whose work has been published in USA Today, Time, Newsweek and The Washington Post, as well as some reputable publications. He has no particular qualifications for teaching this class but is a firm believer in doing what you can get away with.

Class Format: MR 1:30-4:30pm

Requirements/Evaluation: 2- to 3-page paper; class participation; one group project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: random selection by registrar with roughly equal distribution of class years

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 1:00 pm - 4:30 pm PORG 1:00 pm - 4:30 pm Eric D. Randall

ENGL 15 (W) Tolkien: *The Hobbit*, *The Lord of the Rings*, and Oxford

In this class we'll read and discuss in depth the literary and imaginative richness of J. R. R. Tolkien's beloved fantasy novels *The Hobbit* and *The Lord*

of the Rings, as well as the aspects of his biography and the scholarly works he wrote while an Oxford professor that most illuminate his fantastical writings: "On Fairy-Stories," "Beowulf: The Monsters and the Critics," and "On Translating Beowulf." By combining the fantastical and the academic in Tolkien, we'll get a better view of his imagined fortresses, castles, strongholds, of his elves, dragons and shires, as well as a better view of "the city of dreaming spires," his beloved Oxford nestled in the green hills of its own Oxfordshire. Students are asked to participate in all class discussions, and, at the end of the class, students will be asked to submit a 10-page research paper. Class will meet three times a week for two hours each session, and your work outside the class will average around twenty hours a week and involve reading and film viewing. Adjunct Instructor Bio: Ryan Riley earned a master's degrees in literature from both Oxford and Yale, and a bachelor's in literature from Harvard, where he was a humor writer for The Harvard Lampoon and started a literary discussion and writing group inspired by Tolkien's Inklings.

Requirements/Evaluation: 10-page paper

Prerequisites: none--if student has already read some or all of Tolkien's writings, no need to worry, as there will still be much to learn about his imaginative world

Enrollment Limit: 30

Enrollment Preferences: if over-enrolled, preference will be given to students who write the instructor a short email explaining their interest in the class

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 3:50 pm Ryan M. Riley

ENGL 16 (W) Henry James' *The Golden Bowl*

In this course we will read Henry James' late novel, *The Golden Bowl*, which dramatizes many of James' crucial preoccupations. Centered on a wealthy American collector living in England at the turn of the twentieth century, the novel examines the personal and cultural costs of an American obsession with amassing relics of a collapsing European empire, as well as the potentially ruinous effects of wealth and refined sensibility on tangled love relations. The novel's ethical and perceptual intricacies are conveyed in an ingeniously demanding style that presses syntax to its limits. We will read critical essays on the novel, and draw on Walter Benjamin's work on collecting and on the Arcades of 19th-century Paris.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: a 100-level English course or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: English majors will have priority

Grading: pass/fail only

Materials/Lab Fee: \$15 plus cost of books

Distributions: (D1)

Winter 2019

LEC Section: 01 TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Anita R. Sokolsky

ENGL 17 (W) How to Write Auto-Fiction

Cross-listings: ENGL 17 REL 17

Secondary Cross-listing

You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres--namely, "Fiction" and "Non-Fiction"--had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20

pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons

Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 17 REL 17

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Dalena Storm

ENGL 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius

Cross-listings: ENGL 19 MATH 19

Secondary Cross-listing

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons

Requirements/Evaluation: final project

Prerequisites: none, but students with a passion for writing and classical music are encouraged to apply

Enrollment Limit: 3

Enrollment Preferences: writing sample and brief application

Grading: pass/fail only

Materials/Lab Fee: \$55

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 19 MATH 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

ENGL 20 (W) Winter Naturalist's Journal

Cross-listings: ENGL 20 ENVI 20

Secondary Cross-listing

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be

required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

Class Format: mornings

Requirements/Evaluation: daily journal and 2- to 3-page papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: \$80 plus cost of books

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 20 (D2) ENVI 20 (D2)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MW 10:00 am - 12:30 pm Christian McEwen

ENGL 25 (W) Journalism Today

This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Our guests will help students workshop their ideas for a feature-length piece of journalism they're expected to create during the month. They will discuss the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, there may be required texts about issues and methods related to journalism. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, Bloomberg News, BuzzFeed News, ProPublica, the Wall Street Journal and APM Marketplace. Adjunct Instructor Bio: Christopher Marcisz is a freelance writer and editor based in Williamstown. He was a reporter (and later editor) at the Berkshire Eagle. Previously he worked in Washington covering national energy policy, wrote about sports in Moscow, and worked on the international desk at Newsweek. Christopher graduated from the University of Pennsylvania and the Columbia University Graduate School of Journalism.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students with a demonstrated interest in journalism or media (as explained in a statement of interest), with a priority given to upperclassmen

Grading: pass/fail only

Materials/Lab Fee: \$923

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TR 12:30 pm - 3:00 pm PORG 12:30 pm - 3:00 pm Christopher Marcisz

ENGL 30 (W) Honors Project: English

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

Class Format: honors project

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Kathryn R. Kent

ENGL 31 (W) Senior Thesis: English

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Bernard J. Rhie

ENGL 99 (W) Independent Study: English

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Kathryn R. Kent

ENVI 12 (W) Geology of the National Parks

Cross-listings: ENVI 12 GEOS 12

Secondary Cross-listing

A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time of the report.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference to first-year students

Grading: pass/fail only

Materials/Lab Fee: approximately \$125 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 12 GEOS 12

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bud Wobus

ENVI 15 (W) From Basalt to Balsam to Beavers: The Natural History of New England

In this course we will explore, far and wide, the New England Landscape and try to make some sense of the amazing physiographic and biological diversity that it offers in a relatively small area. From the spruce clad Berkshires to the broad Connecticut River Valley to the glacially forged coastal plain, we will delve into various landscapes and decipher the primary forces and features that make them distinct--their bedrock and climate, glacial history, flora and fauna. We'll learn the predominant trees and shrubs and search for patterns to their occupation of the landscape. We will observe the behavior and evidence of winter-hardy wildlife--including chickadees, waterfowl, rabbits, weasels, beavers and coyotes. How do they manage to cope in their often rigorous and fickle environments and how might they be affected by climate change and other human influences? Through field trips, museum visits, individual investigations, readings, discussions and guest presentations, you'll become a little more aware and appreciative of the natural heritage of the region that you have made your recent home. Students should be prepared to spend significant time outdoors, sometimes hiking several miles, in winter conditions; some trips will require students to be away from campus beyond normal class hours. Adjunct Instructor Bio: Drew Jones is Manager of Hopkins Memorial Forest where he oversees the management of the facilities, coordinates research and teaching activities and outreach programs for the public and local schools. He also operates an owl banding station in the fall and intermittently engages in other field research. In the past, he has worked as a wildlife biologist and educator from the Southern Appalachians to the North Woods.

Class Format: mornings; several class sessions off campus will likely last the entire day

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who demonstrate a special enthusiasm for this subject will be favored; all else being equal, seniors will receive special consideration

Grading: pass/fail only

Materials/Lab Fee: \$260 plus cost of books

Distributions: (D3)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Andrew T. Jones

ENVI 18 (W) Games!

Cross-listings: ECON 18 ENVI 18

Secondary Cross-listing

We will explore interactive games and how they can be used for scholarly research, teaching or training, negotiation, and, oh, yes, having fun. In math and economics, games are the fundamental way we model situations in which people (or firms or governments) interact with each other, and we use these games to predict responses to new policies, to teach policymakers how policies might work in practice, and to test theories of behavior. In negotiation and policy making, games can be used to demonstrate key concepts about stakeholders, their positions, and their strategies, as well as pitfalls and paths to "win-win" outcomes to resolve public disputes. A number of popular board games and video games also can have similar applications. In our class, we will learn about different types of games and how they can be used. Short readings will be complemented with in-class game play and discussions of the games, and we will watch some relevant movies. Students will keep a journal of reflections on their experiences with the games. The semester will culminate in students designing games of their own--negotiation games, economic games, mathematical games, or board games--and presenting them and playing them with the group.

Class Format: Tuesday, Wednesday & Thursday 1-4pm

Requirements/Evaluation: final project; game journal

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: expressed interest

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 18 ENVI 18

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Sarah A. Jacobson, Pia M. Kohler

ENVI 19 (W) Methods in Environmental Chemistry

Cross-listings: CHEM 19 ENVI 19

Secondary Cross-listing

This course introduces students to the advanced techniques used to study the fate of contaminants in the environment. Students will collect samples, learn a variety of extraction protocols, and become comfortable using chemical instrumentation (GC-MS, LC-MS, AA, etc.) to identify and quantify target inorganic and organic contaminants from various environmental media (soil, air, water, and biota). Studies *may* include: determination of heavy metals from water and sediment sources, measurement of chemical partition coefficients (octanol-water, soil-water, air-water, etc.), rates of contaminant degradation, microscopic and chemical analysis of airborne particular matter, etc. This course will meet for approximately 10-12 hours each week for lectures, discussion of reading assignments, laboratory work, and field sampling.

Requirements/Evaluation: evaluation will be based on overall performance in the laboratory, three 2- to 3-page assignments

Prerequisites: CHEM 151 or CHEM 153 or CHEM 155 or ENVI 102

Enrollment Limit: 10

Enrollment Preferences: preference will be given to CHEM and/or ENVI majors/concentrators

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

CHEM 19 ENVI 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Anthony J. Carrasquillo

ENVI 20 (W) Winter Naturalist's Journal

Cross-listings: ENGL 20 ENVI 20

Primary Cross-listing

This course will engage with the natural world through writing, drawing, and personal observation. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. This course is designed for students who are interested in environmental studies, creative writing, and drawing. Instructor will meet with students for 6 hours of in-class time, and will provide assignments totaling at least 15 hours a week, including daily visits to a chosen spot on campus for writing and observation. Students will be provided with a binder of articles and poems, which they will be expected to read and comment on. There will be at least one field trip. The class will conclude with a celebratory reading/showing of student work. Students will be required to keep a daily journal, and also to write in class. They will be asked to perfect

and edit several of these pieces in place of a ten page paper, and to read from one or more of them at the final celebration.

Class Format: mornings

Requirements/Evaluation: daily journal and 2- to 3-page papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: \$80 plus cost of books

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 20 (D2) ENVI 20 (D2)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MW 10:00 am - 12:30 pm Christian McEwen

ENVI 24 (W) Touring Black Religion in the 'New' South

Cross-listings: ENVI 24 REL 24 AFR 24

Secondary Cross-listing

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Talleveast Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Grading: pass/fail only

Materials/Lab Fee: cost to student: \$3362

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 24 REL 24 AFR 24

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

ENVI 25 (W) Sustainable Agriculture in California

Cross-listings: ENVI 25 BIOL 25

Primary Cross-listing

This Winter Study Period course engages students with the diversity of agricultural practices in California on farms ranging from winter fruit and vegetable production, to orchards and vineyards, to livestock and dairy, to eggs along the Central Coast through hands-on experiences on a variety of farms. This is a Winter Study 2019 field course on Sustainable Agriculture in California, a field experience conducted primarily on-site for the month of January. For some participants, the WSP field course will segue from the seminar BIOL/ENVI 422--The Ecology of Sustainable Agriculture to be taught in Fall 2018 by H.W. Art. Preference for the WSP will be given to students who have previously taken BIOL 422. The WSP course will be limited to 8 students. This project is a replication of a WSP course HW Art taught in 2013 and again 2016, a travel WSP experiential course in which 7-8 students gained hands-on knowledge about agricultural systems by working on 8 farms and vineyards on the Central Coast of California. We concluded the month by participating in the Ecological Farming (EcoFarm) Conference. Sarah Gardner will be co-teaching the course with Prof. Art for pedagogical and practical reasons, including her experience in agriculture and her continuing this WSP periodically in the future. The learning-through-working experience is designed to both de-mystify and de-romanticize agriculture by having the students gain a fuller sense of the realities of producing food by working shoulder-to-shoulder with farmers and laborers. Art's previous experience is that the investments of time, labor, thought, and sweat by engaging in actual farming practice creates a depth of understanding not possible in the classroom. In addition to assigned texts, we also will be reading books individually and take turns reporting back to the group in the evenings, a bit like story-telling in the oral tradition. The final product will be a collaborative journal written by the class.

Class Format: travel

Requirements/Evaluation: 10-page paper; synthetic journal of field experiences to be produced by the group

Prerequisites: none, but see preferences for over-enrollment; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: preference to senior Biology and Environmental Studies majors/concentrators who have taken The Ecology of Sustainable Agriculture and/or other food and agriculture courses; then by essay

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 25 BIOL 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Henry W. Art, Sarah Gardner

ENVI 26 (W) Material Culture and Craft of 19th Century Coastal New England

Cross-listings: ENVI 26 MAST 25

Secondary Cross-listing

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

Class Format: Williams-Mystic

Requirements/Evaluation: performance-based evaluation using exemplars, experts and authentic audience; final paper or project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: by application

Grading: pass/fail only

Materials/Lab Fee: \$1,500

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 26 MAST 25

Attributes: EXPE Experiential Education Courses

Winter 2019

TVL Section: 01 Cancelled

ENVI 31 (W) Senior Research and Thesis: Environmental Studies

To be taken by students registered for Environmental Studies 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Pia M. Kohler

HON Section: 02 TBA Nicolas C. Howe

ENVI 99 (W) Independent Study: Environmental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Henry W. Art

EXPR 99 (W) Independent Study: Experimental Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01

GBST 17 (W) The Third World City

Cross-listings: GBST 17 PSCI 17

Secondary Cross-listing

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI majors and GBST concentrators

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 17 PSCI 17

Winter 2019

LEC Section: 01 MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am James E. Mahon

GBST 30 (W) Sr Proj: Global Studies

To be taken by candidates for honors in Global Studies.

Class Format: honors project

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA James E. Mahon

GBST 31 (W) Senior Thesis: Global Studies

Global Studies senior thesis.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA James E. Mahon

GBST 99 (W) Indep. Study: Global Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA James E. Mahon

GEOS 11 (W) River Restoration in Practice

River restoration is a growing billion-dollar international industry. Since the environmental movement began in the 1960s and 1970s, renewed interest in the beauty and benefits of healthy streams has resulted in increased research, funding, and applied restoration of rivers, streams, wetlands, and riparian corridors. The restoration of rivers and streams comes in many different forms including dam removal and in-channel habitat restoration. In this course, we'll learn about the history of restoration and the basics of fluvial geomorphology and hydrology. We will gain applied knowledge and experience with the practice of restoration through a combination of lectures, classroom exercises, conversations with restoration advocates and practitioners, field trips and field data collection. A final practicum will involve the design of a restoration project. The course will generally be structured around three sections: Science: Week 1 will primarily involve lectures and classroom exercises and discussion of the literature, learning about the history and evolution of river restoration as well as the basics of the science that drives restoration. Data Collection and Analysis: Week 2 will focus on data collection and analysis typically required for river restoration projects. This will include topographic surveying, geomorphic and habitat mapping, pebble counts, stream discharge measurements, GIS mapping, and hydraulic modeling. Intensive Practicum: Small groups of students will be given a real restoration project example to research, analyze, and design. This practicum will include data collection, GIS analysis, flow modeling, and design plan sheets describing the restoration plan. The class will meet on average 8 hours per week and will include up to 3 day-long field trips. Students should expect to be outside for portions of the day collecting field data in/near rivers in winter conditions. Adjunct Instructor Bio: Nick Nelson is a fluvial geomorphologist and regional director for Inter-Fluve, a river and wetland restoration company. He has assessed hundreds of miles of river and designed/managed the removal of more than a dozen dams in New England. He has lectured at the University of MN, Tufts University, University of TN, and currently teaches courses at Northeastern University and the Harvard Graduate School of Design.

Class Format: afternoons

Requirements/Evaluation: students will be evaluated based on their final group design submittal

Prerequisites: none, though some background in GIS and a scientific field (geology, biology, ecology, etc.) will be useful

Enrollment Limit: 15

Enrollment Preferences: background in scientific fields of study

Grading: pass/fail only

Materials/Lab Fee: \$16

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

GEOS 12 (W) Geology of the National Parks

Cross-listings: ENVI 12 GEOS 12

Primary Cross-listing

A vicarious trip through a variety of national parks of the U.S. and Canada to appreciate the geological basis of their spectacular scenery. Areas will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain building, glaciation, etc.). We will meet most mornings during the first two weeks for highly illustrated classes supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Reading will be from a paperbound text (PARKS AND PLATES) and from short publications by the U.S. Geological Survey and by natural history associations linked to the parks. The second part of the month will involve independent meetings with the instructor to prepare an oral report about the geology of a park of the student's choice. These reports during the last week will be comprehensive and well-illustrated, using PowerPoint and pertinent maps and samples. A detailed outline and bibliography will be distributed by the presenter at the time of the report.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference to first-year students

Grading: pass/fail only

Materials/Lab Fee: approximately \$125 for books

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 12 GEOS 12

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bud Wobus

GEOS 31 (W) Senior Thesis: Geosciences

To be taken by students registered for Geosciences 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Mea S. Cook

GEOS 99 (W) Independent Study: Geosciences

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Mea S. Cook

GERM 12 (W) The Grand Hotel in Modern Fiction and Film

Cross-listings: COMP 12 GERM 12

Primary Cross-listing

The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and possible class confusion, of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: *The Last Laugh*, *Grand Hotel*, *Grand Hotel Budapest*, *Anomalisa*, *Screaming Man*, *Hotel Sahara*, *Hotel Rwanda*, *A Single Girl*, *Maid in Manhattan*. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality. In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (*Anomalisa*, *Single Girl*), or the trauma of civil war and the raced body (*Hotel Rwanda*, *Screaming Man*), or cultural alienation and the inability to feel joy (*Lost in Translation*, *Hotels of North America*). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (*Maid in Manhattan*), satires highlight the confidence man/trickster who profits from social pretensions (*Felix Krull*, *Grand Hotel*). Class lines are straddled and the boundaries between death and life blurred (*Hotel World*, *Hotel Sahara*) as the hotel space becomes a riotous echo chamber, mirroring precarious lives of illegal migrants and displaced workers.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 12 GERM 12

Winter 2019

LEC Section: 01 MWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Helga Druxes

GERM 16 (W) The Life and Death of a Vanished Nation: East Germany, 1949-1990

Cross-listings: GERM 16 HIST 16

Secondary Cross-listing

In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet twelve times -- three or four times per week (1¼ -3¼ hours each meeting) for the three full weeks of Winter Study. Part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to History and German majors

Grading: pass/fail only

Materials/Lab Fee: \$20 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 16 HIST 16

Winter 2019

LEC Section: 01 TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Chris Waters

GERM 30 (W) Honors Project: German

To be taken by honors candidates following other than the normal thesis route.

Class Format: honors

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Helga Druxes

GERM 31 (W) Senior Thesis: German

To be taken by students registered for German 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Helga Druxes

GERM 99 (W) Independent Study: German

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Helga Druxes

HIST 10 (W) North Adams, Massachusetts: Past, Present, and Future

Cross-listings: AMST 11 HIST 10

Primary Cross-listing

This class gives students a chance to learn about resources and assets of Massachusetts's smallest city, North Adams. Readings, tours, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (assorted articles) and to attend all class meetings. Final assessment will be based on students' engagement in thoughtful discussions of class materials and in-person encounters and experiences. In addition, students will complete a final research project (written or multimedia) that they present to the class and two reflection papers. Most class sessions will take place off campus; students must be available to travel off campus and attend occasional sessions that occur outside of the regular class hours. Adjunct Instructor Bio: Anne Valk is Associate Director for Public Humanities at Williams, with affiliations in the Center for Learning in Action; the Office of Institutional Diversity; and the department of history.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-year students preferred

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 11 HIST 10

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

HIST 12 (W) Cold War Films

The Cold War between the Soviet Union and the United States, a nearly half-century standoff, was as ideological as it was military. For every nuclear test, arms sale, or military operation there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--capitalism and communism, totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. This class will explore these quintessential, overlapping elements of Cold War culture in a series of films produced from the mid-1940s to the mid-1960s. Film screenings will be accompanied by contextual readings to be completed prior to class discussion.

Class Format: mornings

Requirements/Evaluation: students will be evaluated on class participation and four response papers (2-3 pages each)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: based on a questionnaire provided by professor

Grading: pass/fail only

Materials/Lab Fee: \$10

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Jessica Chapman

HIST 13 (W) Eyewitnesses to History: American Treasures in the Chapin Library

What did Christopher Columbus write in his 1493 letter to the Spanish court? How did John Smith describe the Virginia colony the early 1600s? What would a pioneer find when following the Oregon Trail west in 1846? How much did a female slave cost in Richmond, Virginia, in 1860? These and many other intriguing questions are answered by rare books, manuscripts, newspapers, maps, and prints in the Chapin Library, primary sources which contain eyewitness accounts of important events in American history. Students in this course will learn, through handling rare materials, how to analyze primary sources and put them in historical context. For the first two weeks, they will investigate items, selected by the instructors, in tutorial-like sessions, with one student presenting conclusions of research and another giving a critique. For the final project, each student will select an item from the Chapin Americana holdings, write a 10-page research paper and present it to the class, and write a brief note about the item for a public display in the Special Collections instruction Gallery.

Class Format: mornings

Requirements/Evaluation: 10-page paper; formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MWF 10:00 am - 12:00 pm PORG 10:00 am - 12:00 pm Charles B. Dew, Wayne G. Hammond

HIST 14 (W) Game of Thrones, ca. 850 B.C.: Empire, Religion & Palace Intrigue Neo-Assyrian Reliefs at WCMA

Long before the palace intrigues of Jaime, Cersei and Tyrion Lannister, Mesopotamian monarchs established the world's first empires and littered their landscapes with palaces and temples, fortresses and monumental art. The two Assyrian stone reliefs at WCMA are stunning examples of the "calculated frightfulness" with which the kings ruled, employing politics and religion in effective and deliberate combination. In this course, we meet twice--weekly for an interdisciplinary, close-up look at the WCMA reliefs and objects in the WCMA cuneiform collection to ask: What (and how) did the reliefs 'mean'? Why did they merit inclusion in the palace of the one of the most powerful kings in the ancient world? What (and how) do they 'mean' in

their present Williamstown setting? Finally, what is the status of Nimrud, the ancient city where the reliefs were excavated, post-ISIS, and why does the study of the ancient world matter in the digital age? In this course, our 'work' includes readings in ancient texts, learning to write cuneiform signs and words in clay, the Epic of Gilgamesh, royal correspondence, ancient conceptions of the past, gender, sexuality, religion, and stories of queens, kings and courtiers in love and war. We finish with a feast of ancient Mesopotamian fare and an overnight field trip to Yale's Babylonian Collection. Readings from the extensive bibliography will be selected based on student interest, and the course can be further refined for individual students, including those whose senior theses may benefit from consideration of the ancient world. Students with no experience in art history or ancient history are warmly invited to join, as are those with some background in relevant subjects, such as the religions, cultures and history of the modern Middle East. Adjunct Instructor Bio: Alison Gruseke, PhD, studied at Williams and Yale. Her research and teaching focus on the Hebrew Bible, the ancient Near East, and on the ways in which the ancient world can illuminate modern problems of identity, theology and ethics. The negotiation of cultural boundaries, identity formation, and the interrelationship of cultures in conflict form a strong thread that runs through her work.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; the final project will be adjusted to fit the academic backgrounds and interests of individual students

Prerequisites: none

Enrollment Limit: 10--12

Enrollment Preferences: by seniority, auditors are welcome

Grading: pass/fail only

Materials/Lab Fee: \$200 plus cost of books

Winter 2019

LEC Section: 01 TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Alison A. Gruseke

HIST 15 (W) Homer in Vietnam

This course will examine the impact of combat trauma on American soldiers during the war in Vietnam, and how that trauma affected their return to the United States. We will read two books that explore these issues through the lens of Homer's *Iliad* and *Odyssey*, Jonathan Shay's *Achilles in Vietnam* and *Odysseus in America*. We will discuss how Homer's classics have come to represent the trauma of war and coming home from the Trojan War to our current wars in the Middle East and beyond. In addition to discussing these two books, we will also view a number of films that address these issues. The class will be primarily discussion based on the readings and films.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: military veterans will be given priority should the class be overenrolled

Grading: pass/fail only

Materials/Lab Fee: approximately \$25 for books

Winter 2019

LEC Section: 01 TR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Scott Wong

HIST 16 (W) The Life and Death of a Vanished Nation: East Germany, 1949-1990

Cross-listings: GERM 16 HIST 16

Primary Cross-listing

In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart

the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet twelve times -- three or four times per week (1¼ -3¼ hours each meeting) for the three full weeks of Winter Study. Part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to History and German majors

Grading: pass/fail only

Materials/Lab Fee: \$20 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 16 HIST 16

Winter 2019

LEC Section: 01 TWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Chris Waters

HIST 30 (W) Workshop in Independent Research

This course is intended for both junior History majors and sophomores intending on majoring in history who think they might like to do a senior thesis and would like to gain more experience in independent research. Students who are interested in exploring a possible topic for a senior thesis are especially encouraged to sign up. This workshop will help familiarize students with methods for doing historical research, including how historians define good research questions; become familiar with the historiography; and identify primary sources. Students will pursue their own research on any topic of their own choosing for a 10-page final paper, and we'll use a workshop format to discuss the research and writing of that paper.

Class Format: independent research

Requirements/Evaluation: 10-page paper; weekly assignment

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: interest in course subject determined by questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$25

Winter 2019

LEC Section: 01 TBA Alexander Bevilacqua

HIST 31 (W) Senior Thesis: History

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Eiko Maruko Siniawer

HIST 99 (W) Independent Study: History

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Anne Reinhardt

HSCI 99 (W) Indep Study: History of Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01

INTR 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Cross-listings: ARTS 19 ARTH 19 INTR 19 LEAD 19

Secondary Cross-listing

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 19 ARTH 19 INTR 19 LEAD 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

INTR 99 (W) Indep Study: Interdisciplinary

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01

JAPN 25 (W) Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house. The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course is conducted on campus. Students will intensively study the cultural history of Kyoto with readings, films and discussion. Also in pairs, they will conduct research on one selected area of Kyoto craftsmanship to acquire in-depth knowledge. Each pair will be responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class will travel to Kyoto. We will first visit historic sites to learn the context of how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea ceremonies. After and during these excursions, we will visit four artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students will also have hands on experiences at some studios. Students are expected to participate in all the scheduled activities, post a daily journal on the course website and share daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum.

Class Format: travel

Requirements/Evaluation: final project; post daily blog to the course website and a public PowerPoint presentation in Kyoto

Prerequisites: at least one course in ASST or JAPN; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: personal statement

Grading: pass/fail only

Materials/Lab Fee: \$3,635

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Kasumi Yamamoto

JAPN 31 (W) Senior Thesis: Japanese

To be taken by all students who are candidates for honors in Japanese.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA George T. Crane

JAPN 99 (W) Independent Study: Japanese

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA George T. Crane

JLST 14 (W) Mock Trial

In the Mock Trial course, students are divided into two teams in which they play the roles of attorneys and witnesses during their preparation for and participation in a simulated civil trial. They are given a series of witness statements and pleadings together with various documents and other data that they must evaluate for potential use as evidence as they plan to present their case as either the plaintiff or the defendant. Team members must prepare and deliver Opening Statements and Closing Arguments as well as handle direct and cross-examinations of the witnesses who testify for both sides. The "final exam" consists of two trials with the two teams switching sides on the second day such that they must evaluate the case from both sides. At the two trials, an experienced attorney plays the role of judge, and volunteer jurors from the community listen to the evidence and render their "verdict" based on the presentations. Adjunct Instructor Bio: David Olson '71 has practiced as a civil trial attorney for 40 years with a firm currently with over 500 attorneys handling cases in state and federal courts. He has taught Mock Trial on 6 previous occasions, receiving strong reviews for the course. Adjunct Co-Instructor Bio: After graduating from Villanova Law School where he was Editor in Chief of the Law Review, Steve Brown has been a litigator and trial lawyer for 40 years concentrating his practice in white-collar criminal defense and civil rights. He was a partner at Dechert LLP from 1991 to 2016, when he retired and became Civil Rights Counsel to the firm. He has spent much of his career doing pro bono work including representing Guantanamo Bay detainees and people and prisoners whose constitutional rights have been violated, and supervising Dechert associates in 40 trials in federal courts.

Class Format: Monday and Tuesday 10-1:30

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to upperclass students

Grading: pass/fail only

Materials/Lab Fee: \$16

Distributions: (D2)

Winter 2019

LEC Section: 01 M 1:00 pm - 3:50 pm T 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm David C. Olson, Steve Brown

JLST 99 (W) Independent Study: Legal Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Alan Hirsch

JWST 31 (W) Senior Thesis: Jewish Studies

Jewish Studies senior thesis.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Edan Dekel

JWST 99 (W) Independent Study: Jewish Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA Edan Dekel

LATS 16 (W) True and Wild Tales: Argentine Cinema after 1985

Cross-listings: LATS 16 ARTH 16

Secondary Cross-listing

The Argentine film industry is one of the most developed in the Spanish-speaking world. It is rich in genres and production scales, and in the issues raised by the films themselves. This immersive course encourages dynamic engagement with these issues, as we watch films that grapple with the country's painful legacy of dictatorial rule, coming-of-age road movies, familial dramas, and riotous comedies that feature that distinctive, biting Argentine humor. Our meetings consist of three mandatory screenings per week, two of which are followed by class discussion. In addition to learning about the Argentine context, we will learn vocabulary and tools for discussing and writing about film. No previous coursework in film, or fluency in Spanish required (the films are subtitled)--only an interest in contemporary Argentine cinema and culture.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; 3 mandatory screenings each week

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to Art Studio and Art History majors, as well as students concentrating in Latino/a Studies

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 16 ARTH 16

Winter 2019

LEC Section: 01 MTR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Mari Rodriguez Binnie

LATS 31 (W) Senior Thesis: Latina/o Studies

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Class Format: thesis

Prerequisites: approval of program chair

Enrollment Preferences: limited to senior honors candidates

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Mérida Rúa

LATS 99 (W) Independent Study: Latina/o Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA Mérida Rúa

LEAD 12 (W) Principles of Effective Leadership

This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests' approaches to organizational leadership is the primary goal of this Winter Study. Each student will be asked to host a guest at dinner or breakfast before we meet, to introduce him or her to the class, and to stimulate discussion. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 10-page final paper which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals. Adjunct Instructor Bio: William E. Simon, Jr., '73. Businessman, lawyer, and philanthropist, Mr. Simon is Co-Chairman of William E. Simon & Sons, a private equity firm, and the William E. Simon Foundation. Early in his career he was Assistant U.S. Attorney in the Southern District of New York and later was the 2002 Republican gubernatorial nominee in California. Mr. Simon is a Trustee Emeritus of Williams College.

Class Format: mornings

Requirements/Evaluation: 10-page paper and an in-class presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Leadership Studies concentrators, preference to seniors and juniors

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 TWR 11:00 am - 12:50 pm PORG 11:00 am - 12:50 pm Bill Simon

LEAD 13 (W) Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!

Cross-listings: LEAD 13 PSYC 13

Primary Cross-listing

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance through an encapsulated case study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: <http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf> Adjunct Instructor Bio: <http://www.intersolvegroup.com/leadership-profile/>

Class Format: Monday through Thursday 10-11:50 AM

Requirements/Evaluation: class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan

Prerequisites: the only prerequisite is a keen and purposeful desire to learn and develop oneself through a practical applied experience

Enrollment Limit: 12

Enrollment Preferences: diversity and inclusion of geographic, economic and social background will be considered in order to assemble a spirited mix of participants

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 13 PSYC 13

Winter 2019

LEC Section: 01 Cancelled

LEAD 14 (W) The CIA and the Politics of Intelligence

Cross-listings: LEAD 14 PSCI 14

Secondary Cross-listing

This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. Adjunct Instructor Bio: Donald Gregg '51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

Class Format: afternoons

Requirements/Evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI and LEAD students

Grading: pass/fail only

Materials/Lab Fee: cost of book (\$25)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 14 PSCI 14

Winter 2019

LEC Section: 01 TWRF 1:00 pm - 3:50 pm PORG 1:00 pm - 2:50 pm Donald P. Gregg

LEAD 15 (W) Barack Obama: A First Draft of Presidential History

Cross-listings: LEAD 15 PSCI 15

Primary Cross-listing

Barack Obama's election in 2008 seemed to many Americans to mark the dawn of a new era in American history. Eight tumultuous years later, he left office with a significant record of achievement and his political opponents in control of the White House, Congress, and most of the states. This course will undertake a preliminary historical assessment of the Obama presidency. Looking at foreign policy and domestic issues (including economic policy, health care, immigration, and LGBTQ rights), we will examine Obama's leadership style and its relation to the structure of American politics in the early 21st century; the sources of his achievements and disappointments; and his enduring significance for American politics and history. Students will read (and view) primary sources as well as works of journalism and scholarly analysis, which we will discuss in seminar-style class meetings. Halfway through the course, students will propose an essay on some important aspect of Obama's presidency; the final assignment will be the essay itself.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: one course in American politics, Leadership Studies, and/or 20th century American history

Enrollment Limit: 19

Enrollment Preferences: preference will be given to LEAD concentrators and PSCI majors

Grading: pass/fail only

Materials/Lab Fee: \$12 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 15 PSCI 15

Winter 2019

LEC Section: 01 Cancelled

LEAD 18 (W) Wilderness Leadership in Emergency Care

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

Class Format: the course runs nine consecutive days straight from 9AM-5PM, with a possible one nighttime rescue exercise

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience

Grading: pass/fail only

Materials/Lab Fee: \$465

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 9:00 am - 5:30 pm PORG 9:00 am - 5:30 pm Scott A. Lewis

LEC Section: 02 M-F 9:00 am - 5:30 pm PORG 9:00 am - 5:30 pm Scott A. Lewis

LEAD 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making

Cross-listings: ARTS 19 ARTH 19 INTR 19 LEAD 19

Secondary Cross-listing

The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for five hour sessions at WCMA, plus 1 trip to area museums per week. The course will include an overnight trip to New York between January 17-18th.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 19 ARTH 19 INTR 19 LEAD 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 3:00 pm PORG 10:00 am - 3:00 pm Lisa B. Dorin

LEAD 99 (W) Independent Study: Leadership Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA Justin Crowe

MAST 25 (W) Material Culture and Craft of 19th Century Coastal New England**Cross-listings:** ENVI 26 MAST 25**Primary Cross-listing**

The goal in this course is to provide an opportunity for students to develop an intimate understanding of 19th century Mystic through lived experience. To appreciate a culture or a community so different from what we live and experience today, you must also understand the ways in which its residents shaped their world, specifically, the crafts they plied. There are few opportunities in life when this understanding can be delivered through lived experience. This will be one of them. Taking advantage of the extraordinary resources of Williams-Mystic, the coastal and ocean studies campus of Williams College located at the Mystic Seaport in Mystic, CT, this winter-study course, taught at Williams-Mystic, aims to: 1) provide rich hands-on participatory experiences that authentically mirror 19th century maritime craft and culture; and 2) offers learners a rare opportunity to delve deeply into the mindset of 19th century maritime culture by creating an authentic artifact that reflects understanding of the values and mores of this time period. There will be a number of instructors; including instructors employed by the Mystic Seaport in who specialize in chanteys, shipsmithing, ship Carving, scrimshaw, canvasworks, and boatbuilding.

Class Format: Williams-Mystic**Requirements/Evaluation:** performance-based evaluation using exemplars, experts and authentic audience; final paper or project**Prerequisites:** none**Enrollment Limit:** 12**Enrollment Preferences:** by application**Grading:** pass/fail only**Materials/Lab Fee:** \$1,500**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 26 MAST 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 Cancelled

MAST 31 (W) Sen Thesis: Maritime Studies

Maritime Studies senior thesis.

Class Format: independent study**Grading:** pass/fail only

Winter 2019

HON Section: 01

MAST 99 (W) Independent Study: Maritime Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study**Grading:** pass/fail only**Distributions:** No divisional credit

Winter 2019

IND Section: 01

MATH 12 (W) The Mathematics of Lego Bricks

This course is a modification of five previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will also submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell.

Class Format: afternoons

Requirements/Evaluation: 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$40

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Steven J. Miller

MATH 13 (W) The Mathematics of SET (and other games)

SET is a popular game where players try to find certain collections of three cards, which share or fail to share properties like color, shape, and number. This seemingly simple game gives rise to an incredibly variety of mathematical ideas. These range from counting and probability, to the behavior of lines in strange models of geometry. Throughout this class we'll study these mathematical ideas, as well as those coming from other mathematically interesting games (and we'll of course play lots of SET and other games!). Previous experience with SET or with mathematics is not required! We will be meeting for 6 hours per week in class. Outside-of-class work will include readings (from the book "The Joy of SET" and short mathematical readings relevant to other board games), learning and practicing other mathematically relevant board games, working on small problem sets, and as a final project designing a new game based on mathematical ideas. These final projects will be showcased in a board game night at the end of Winter Study.

Class Format: afternoons

Requirements/Evaluation: final project; small problem sets

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference given to students with less mathematical background

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 10:00 am - 12:00 pm PORG 10:00 am - 12:00 pm Ralph E. Morrison

MATH 14 (W) Creative Dynamics

Cross-listings: CSCI 14 MATH 14

Primary Cross-listing

Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/selective dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.

Class Format: mornings

Requirements/Evaluation: grading will be based on class participation, presentation of results, and a final project

Prerequisites: solid computer programming skills in some language with good support for graphics

Enrollment Limit: 15

Enrollment Preferences: computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

CSCI 14 MATH 14

Winter 2019

LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Stewart D. Johnson

MATH 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy

Cross-listings: SPEC 15 MATH 15

Primary Cross-listing

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

Class Format: mornings

Requirements/Evaluation: 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

Extra Info: the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

Grading: pass/fail only

Materials/Lab Fee: \$20 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 15 MATH 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Jenna L. Turek

MATH 17 (W) Modern Dance - Muller Technique

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free flowing dance that is wonderful to do and to watch. The class will be multi leveled and open to both men and women alike. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. Adjunct Instructor Bio: Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

Class Format: mornings

Requirements/Evaluation: a 1/2-page journal entry is required after each class, a 1/2-page commentary on 10-12 dance videos, attendance, and a short performance at the end of winter study

Prerequisites: none; no previous dance experience necessary

Enrollment Limit: 24

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

MATH 18 (W) Introduction to Python Programming

Python has become one of the most commonly used programming languages in recent times, due to its flexibility, readability, and reusability. In this course, we will develop the basic tools within python. These include mathematical and string operators, if-then statements, loops, functions, modules, objects, and file operations. .

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniority and major

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Andrew Bydlon

MATH 19 (W) Screenwriting Challenge: The Tale of an Underappreciated Musical Genius

Cross-listings: ENGL 19 MATH 19

Primary Cross-listing

The goal of this course is to draft a screenplay inspired by the last twelve years (1916-1928) of the remarkable Czech composer Leos Janacek's life. Before the course begins students will listen to a wide array of Janacek's music and read a number of essays about his life. Every weekday during winter study we will immerse ourselves in brainstorming and writing, with the aim of completing a draft by the end. The workload will be intense but (I hope) extremely rewarding. I particularly encourage students with a passion for writing and classical music to apply. A writing sample (any genre) and a brief description of what drew you to the course is required.

Class Format: afternoons

Requirements/Evaluation: final project

Prerequisites: none, but students with a passion for writing and classical music are encouraged to apply

Enrollment Limit: 3

Enrollment Preferences: writing sample and brief application

Grading: pass/fail only

Materials/Lab Fee: \$55

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 19 MATH 19

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

MATH 30 (W) Senior Project: Mathematics

To be taken by candidates for honors in Mathematics other than by thesis route.

Class Format: honors project

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Susan R. Loepp

MATH 31 (W) Senior Thesis: Mathematics

To be taken by students registered for Mathematics 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Susan R. Loepp

MATH 99 (W) Independent Study: Mathematics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Susan R. Loepp

MUS 10 (W) Winter Study Chamber Orchestra (WiSCO)

I will organize a classical chamber orchestra to read and perform music of assorted periods and genres. Two student conductors will lead the orchestra, each one having completed my Fall conducting class. In addition to conducting the orchestra, they will act as personnel managers and librarians. I will coach them on every aspect involved in producing a symphonic performance. Berkshire Symphony members and players in the Chamber Orchestra of Williams will make up the majority of the ensemble. The backbone of the training for the orchestra and the student conductors

will involve issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation. During rehearsals, members of the orchestra will be encouraged to offer ideas and suggestions in order to take part in the ownership of the final product. There will be a final recorded and videotaped concert at the end of Winter Study. Maximum enrollment: Strings: 12 violins, 5 violas, 4 cellos, 2 basses, and Winds: 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.

Class Format: MWF 7:00pm-9:00pm

Requirements/Evaluation: based on attendance and preparation

Prerequisites: none

Enrollment Limit: 36

Enrollment Preferences: if overenrolled, a short audition on the scheduled repertoire will be held and adjudicated by me and the student conductors

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Ronald L. Feldman

MUS 11 (W) Sound and the City: New York on Film

Countless films take place in New York City, but not all foreground the city as an active character in the plot. In this course we will seek answers to the following questions: how does the urban environment participate in a film's story? How can a movie soundtrack create a particularly urban atmosphere? How can sound represent or subvert the urban communities represented on screen? And more broadly: what does it mean to be a New Yorker? Films such as *The Naked City* (1948), *Thoroughly Modern Millie* (1967), *Taxi Driver* (1976), *Manhattan* (1979), and *Do the Right Thing* (1989) are wildly diverse in terms of genre, cinematography, soundtrack, and the subject positions they represent, and yet their soundscapes all forge a distinctly New York "feel." Through close viewing--and listening--we will explore how the directors, mixers, editors, and composers deployed sound to forge distinct perspectives on the urban experience. Students will be expected to attend all screenings, read reviews and secondary literature, maintain a "sound journal," and produce a ten-page final paper.

Requirements/Evaluation: "sound journal" and a 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to Music, Theatre, and American Studies majors, and students with prior film studies coursework

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Jacek H. Blaszkiwicz

MUS 12 (W) writing sample and brief application

Cross-listings: STAT 12 MUS 12

Secondary Cross-listing

The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country--and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in *The Sacred Harp*; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter

received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 12 MUS 12

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

MUS 13 (W) The Golden Age of Gospel Music

A historical look at American Black Gospel, stressing the vocal tradition of the African American Church. Vocalists and instrumentalists are encouraged to participate, but there is no required prerequisite for the course. Course will consist of historical workshops in Gospel music. Required reading *People Get Ready* by Robert Darden, course booklet and will require a minimum of 10-page report. Music covered will be from the mid 1800's to contemporary gospel music. Field trip will include a trip to an African American Church service (Sunday morning). Requirements for the course include a 5-page paper with creative project or performance and a field trip to church. Adjunct Instructor Bio: Legendary Bassist Avery Sharpe has performed with Jazz greats from McCoy Tyner to Dizzy Gillespie. Sharpe is a Gospel Historian and has a strong up bringing in "The Church of God in Christ."

Requirements/Evaluation: 5-page paper with creative project or performance and a field trip to church

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: if overenrolled, preference to seniors

Grading: pass/fail only

Materials/Lab Fee: \$138 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

MUS 14 (W) Classic and Contemporary Musical Theater

Cross-listings: THEA 14 MUS 14

Primary Cross-listing

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus--now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

Class Format: afternoons

Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 14 MUS 14

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Keith E. Kibler

MUS 15 (W) Contemporary American Songwriting

Cross-listings: AMST 15 MUS 15

Primary Cross-listing

This course will focus on learning how to write and perform songs in classical contemporary style. Song styles that will be addressed include pop, rock, blues, country, folk and jazz. Topics addressed will include the evolution of song structure, how to create a lyric that communicates, vocal and instrument presentation, recording and performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs in one of the above mentioned genres. These songs must be conceived during the course period (previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class. Adjunct Instructor Bio: Bernice Lewis is the Artist Associate in Songwriting at Williams College. She is an accomplished singer, songwriter, producer and educator and has been a national touring artist for over thirty years She has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington D.C. In 2009, she was chosen by the National Park Service to be an Artist in Residence. She has released seven recordings of original songs.

Class Format: mornings

Requirements/Evaluation: final performance and a 2- to 3-page paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 15 MUS 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Bernice Lewis

MUS 16 (W) Zimbabwean Music Collaboration

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Beside the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this music. The class will end with an end-of-Winter Study performance by the participants.

Class Format: mornings

Requirements/Evaluation: final performance

Prerequisites: none, but students who play other instruments are encouraged to bring them

Enrollment Limit: 12

Enrollment Preferences: students with musical background; those who play other instruments may have an advantage

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M 10:00 am - 11:50 am PORG 10:00 am - 11:50 am W 10:00 am - 11:50 am Tendai Muparutsa

MUS 25 (W) Creative Art Projects inspired by Southern Florida Native American Indian History & Culture

This travel course will focus on creative work inspired by the history and culture of Native American Indians of Southern Florida. We will discuss the history and culture of Native Americans in the area, focusing mostly on the Calusa, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of canal systems, and their architecture and engineering. Students will arrive to their own conclusion about the impact of Native Americans in our culture. They will also use their experiences during field trips, workshops, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts (video, photography), literature, poetry, and theater. They will create their projects individually or could form teams to create interdisciplinary works. If teamwork is selected for the creation of a project there will be a limit of one student per discipline in each team. We will visit archaeological and historical sites, Research Centers, and Museums focused in the History and Culture of Native American Indians of Southwest Florida. We will attend lectures offered by archaeologists, and will participate in the process of screening, cataloging, and analysis of samples extracted from the shell mounds of Useppa Island and Pineland at the Randell Research Center of the University of Florida. Calusa artifacts made with ceramic materials, wood carving, and painting, are recognized worldwide as remarkable examples of Native American artistic achievement. Samples of their art found during excavations in SW FL are part of exhibitions in the Historical Museums that we will visit. Students will learn about music inspired by pre columbian Native American instruments and art. We will discuss information and will visit the estuaries that sustained the world of the Calusas.

Class Format: travel

Requirements/Evaluation: 10-page paper; creative project, and travel journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 7

Enrollment Preferences: priority given to students interested in creating original work in response to field trips and visits to Research Centers and Museums (musical, photography and/ or video, literary, poetry, theater)

Grading: pass/fail only

Materials/Lab Fee: cost to student \$1,995

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Ileana Perez Velazquez

MUS 31 (W) Senior Thesis: Music

To be taken by students registered for Music 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA M. Jennifer Bloxam

MUS 99 (W) Independent Study: Music

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Ed Gollin

NSCI 10 (W) The Neuroscience of Learning

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience itself with opportunities for students to make connections to their own learning processes and strategies. Students will engage in collaborative research projects that will develop their use of the medical model to evaluate primary neuroscience research studies for validity. They will develop their own evaluation systems for identifying how valid research interventions and expanded opportunities for successful learning. Students will lead class discussions based on their reading of primary research. Small groups of 2-3 students will be assigned different articles on the same topic and spend time in class. Adjunct Instructor Bio: Dr. Judy Willis '71 combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to develop her focus in the neuroscience of learning. Dr. Willis has written nine books and more than 100 articles, as well as giving invited presentations internationally, applying neuroscience research to potential interventions to facilitate successful learning. She has been on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara.

Class Format: mornings

Requirements/Evaluation: 10-page paper; final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Judy Willis

NSCI 31 (W) Senior Thesis: Neuroscience

To be taken by students registered for Neuroscience 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Noah J. Sandstrom

NSCI 99 (W) Independent Study: Neuroscience

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Noah J. Sandstrom

PHIL 11 (W) Spinoza's "Ethics"

Spinoza's *Ethics* aims to prove that human happiness consists in our rationally perceiving that God is all there is, and that all there is--including you and I--is God. Yet the Christian Church immediately deemed the *Ethics* "a book which, perhaps since the beginning of the world until the present day, surpasses all others in godlessness and endeavors to do away with religion and set godlessness on the throne." Spinoza's own Jewish community issued a writ of herem, excommunicating him for "monstrous deeds" and "abominable heresies." In our Winter Study we will closely read Spinoza's *Ethics* together, in order to understand how its doctrine that God is everything could be so profoundly godless. Our goal will be to view the universe from the standpoint of eternity. This may involve some monstrous deeds and abominable heresies of our own.

Class Format: afternoons

Requirements/Evaluation: journal

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: preference to Philosophy majors

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 TR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Justin B. Shaddock

PHIL 12 (W) Bioethics According to *The Simpsons*

Active Euthanasia? Okely Dokely! Human cloning? Don't have a cow, man! Over the past twenty years *The Simpsons* has included a healthy dose of stinging and sometimes surprisingly illuminating critique of numerous bioethical issues. In this winter study course we will use clips and episodes from the classic animated series as a launch pad for investigating the deeper philosophical concepts and ethical questions involved in a variety of bioethical topics. Good comedy has a way of driving straight to the core of contested issues and painful circumstances, providing a point of entry for students in the class to more serious, academic material. Along the way, the course will also investigate what makes *The Simpsons's* treatment of these bioethical issues *funny*-how its satire plays on common misunderstandings, contradictions and inconsistencies in social policy and individual decisions, and how serious issues drive the comedic effect. During the first portion of the course, the instructor will present selections from *The Simpsons* that take up several core bioethical issues, paired with related readings from the bioethics literature. In the second portion of the course, the students themselves will identify and present clips pertaining to bioethical issues. The final project for the course will be collaborative in nature: small groups of students will be asked to develop and pitch (to the other class members) a storyline for a *Simpsons* episode (or portion thereof) that centers on a bioethical topic. Classes will meet two or three afternoons each week, and students will be expected to read a substantial amount of philosophical material in preparation for these meetings. In addition, students will need to spend significant amounts of time outside of class viewing videos and developing their final projects. Evaluation will be based on class participation, one in-class presentation, and the final collaborative project.

Class Format: afternoons

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students who indicate intellectual seriousness about philosophical bioethics

Grading: pass/fail only

Winter 2019

LEC Section: 01 M-F 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Julie A. Pedroni

PHIL 13 (W) Boxing

Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights. We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.

Requirements/Evaluation: evaluation will be based on attendance, participation, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$150

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

PHIL 14 (W) Yoga and a Grounded Life

"Yoga and a Grounded Life" will examine what the practice of yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the physical practice of yoga, the class will investigate the philosophical and ethical teachings of yoga's ancient text, the *Yoga Sutras of Patañjali*. Students will learn a number of basic yoga poses and breathing techniques in 1.75-hour classes that will meet 5 days a week. In addition, students will read and discuss portions of the *Yoga Sutras* and several different commentaries, such as those of BKS Iyengar and Chip Hartranft. Attendance at *all* classes is *required*. Missed classes must be made up before the end of Winter Study, usually by attending a regular class at Tasha Yoga. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material. Adjunct Instructor Bio: Yoga teacher Anne O'Connor is certified in the Iyengar yoga method, which she has been practicing for 20 years. O'Connor, a freelance editor, also serves on the Williamstown Select Board and is a member of the First Congregational Church of Williamstown.

Class Format: mornings

Requirements/Evaluation: four 1- to 2-page papers and class attendance and participation

Prerequisites: no previous yoga experience required

Enrollment Limit: 14

Enrollment Preferences: instructor's discretion; interviews with enrollees

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Anne C. O'Connor

PHIL 15 (W) Plato's Symposium and Its Afterlife

Cross-listings: COMP 15 PHIL 15 WGSS 15 CLAS 15

Secondary Cross-listing

Plato's *Symposium* commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (*eros/Eros*). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the *Symposium* to study its artistic and philosophical "afterlife."

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 15 PHIL 15 WGSS 15 CLAS 15

Winter 2019

LEC Section: 01 Cancelled

PHIL 25 (W) Eye Care and Culture in the Atlantic Coast Regions of Nicaragua

We will spend around ten days in Nicaragua, chiefly in the Atlantic Coast Autonomous Regions. Almost all of the days in those regions will be spent in clinics, where students-in conjunction with optometrists who volunteer their time for the trip-will administer eye exams, write prescriptions, and distribute glasses. While in Nicaragua, the students will keep detailed journals that they will complete following their return to Williamstown. They will interact with Nicaraguans during the eye clinics, and will have opportunities for speaking with them during evenings. Students will also be required to attend organizational and training meetings and to complete a number of relevant readings prior to the trip.

Class Format: travel

Requirements/Evaluation: performance in eye clinics, journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: application essays

Grading: pass/fail only

Materials/Lab Fee: \$3,700

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 Cancelled

PHIL 30 (W) Senior Essay: Philosophy

Philosophy senior essay.

Class Format: senior essay

Grading: pass/fail only

Winter 2019

HON Section: 01 TBA Jana Sawicki

PHIL 31 (W) Senior Thesis or Essay: Philosophy

To be taken by students registered for Philosophy 491 or 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Jana Sawicki

PHIL 99 (W) Independent Study: Philosophy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Jana Sawicki

PHLH 13 (W) Behavioral Health Prevention and Middle School Leadership Development

In this course, students will learn about behavioral health prevention and promotion, with an emphasis on the prevention of substance use disorders and the Substance Abuse & Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework. Following this grounding in prevention science, students will learn about middle school leadership development and community action with a behavioral health and wellness focus, and be trained to deliver core components of the New Hampshire Teen Institute's (TI) Leaders in Prevention program for students in grades 6-8. The classroom portion of this course will prepare students to put this knowledge into practice as staff members at the January session of Leaders in Prevention, serving with other youth & adult staff members of TI to facilitate a weekend of education and networking for 50-60 middle school students from around NH and New England. Students in this course will work with teams of middle school students to help them create a student-led action plan for a school or community wellness event to be implemented in their home communities. During the first 2 weeks of the Winter Study period, students will meet on campus for approx. 15 hrs per week. The experiential portion of the course--serving as facilitators at the Leaders in Prevention weekend--will be an overnight trip from Thurs. 1/17--Sun 1/20 to a conference center in Greenfield, NH. (Lodging & food will be provided to students free of charge while at the camp.) This trip is mandatory for the course, and involves working with middle school youth for 3 very full days. Students will meet once again during the final week of Winter Study to debrief and process their facilitation experiences. Academic work will be primarily contained to the classroom time of the first two weeks. A culminating 10-page reflection paper to demonstrate a synthesis of students' classroom and practical learning will be the only sizeable out-of-class work. Adjunct Instructor Bio: Marissa is the Executive Director of the NH Teen Institute and a trainer for multiple workshops developed by SAMHSA's CAPT and ATTC systems. She is the Secretary of the Prevention Certification Board of NH and the NH Prevention delegate to the IC&RC, and serves on the NH Governor's Commission Prevention Task Force. Outside of prevention work, she is Assoc. Artistic Dir. of Mill City Productions in North Adams, MA.

Class Format: afternoons

Requirements/Evaluation: 10-page reflection paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: lottery

Grading: pass/fail only

Materials/Lab Fee: \$45

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

PHLH 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Cross-listings: PHLH 14 ANSO 14 CHEM 14

Secondary Cross-listing

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Grading: pass/fail only

Unit Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PHLH 14 ANSO 14 CHEM 14

Winter 2019

LEC Section: 01 Cancelled

PHLH 15 (W) The Human Side of Medicine

In today's health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the "human side" of medical practice is often minimized or even disregarded. Medical schools debate how or whether to emphasize this more interpersonal aspect of medicine within their curriculums. This concern with the patient/physician relationship becomes particularly relevant with today's reliance upon personal devices and with a culture promoting medicine as a big business model. Increasingly research shows that the combination of both

perspectives--patient centered understanding and technical proficiency--lead to better diagnosis and treatment; to improved patient compliance and satisfaction; and to increased physician professional satisfaction. Original thinking, examining personal/family experiences, in-class skill practice, and skype interviews with patients/student/health care professionals will provide much of the learning experience. This seminar works well for those who have shadowed physicians or are planning to shadow, but all majors are welcome. Adjunct Instructor Bio: Sandra Goodbody is a clinical social worker. She has maintained a psychotherapy practice in D.C., has a clinical appointment at The George Washington School of Medicine, and has served as a senior project director at the National Academy of Medicine.

Class Format: TWR, 10 a.m.-noon

Requirements/Evaluation: final project plus three 2-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: class balance and student interest

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Sandra Goodbody

PHLH 16 (W) Addiction Studies and Diagnostics

This course is designed to assist students while at Williams and after graduation develop an effective understanding of the impact and treatment of addiction. It is designed for students planning to continue on to Med School and graduate work in the Humanities; work in public health; are a part of a family; a friend of an addict or those impacted by addiction; or to be an educated citizen. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery as well as their experience working as therapists. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an annotated bibliography and oral presentation will be presented in groups at the end of the course. Adjunct Instructor Bio: Mr. Berger has been teaching this course at Williams since 2010. He has advanced degrees from Springfield College and the Hazelden Graduate School of Addiction Studies, 30 years of recovery from addiction, and a decade of experience in community mental health and clinics.

Class Format: 7-9:30 PM, two evenings each week

Requirements/Evaluation: class participation, field experience of 12-step and other mutual aid recovery groups, experience with initial assessments for substance use disorders, initial experience with formal criteria for SUD diagnosis

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: by graduating class and then by instructor permission

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MW 7:00 pm - 9:30 pm PORG 7:00 pm - 9:30 pm K. Richard Berger

PHLH 18 (W) "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response

Cross-listings: WGSS 18 PHLH 18

Secondary Cross-listing

Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and attendance at talks. Adjunct Instructor Bio: Meg Bossong '05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in

education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

Requirements/Evaluation: a 10-page final paper, along with Glo reflections

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 18 PHLH 18

Winter 2019

LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Meg Bossong

PHLH 25 (W) Public Health, Education, and Community Action in Rural India

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable--and most vital--members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (<http://fphed.org/>). A UP-based organization with its own campus, FPHEd's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHEd will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in Spring of 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. With the support of a Fulbright-Nehru student researcher fellowship, she is currently conducting community-based participatory research with FPHEd on reproductive health programs in rural UP. She has spent a cumulative 11 months to-date studying and researching reproductive health in rural India.

Class Format: travel

Requirements/Evaluation: 5-page paper 2- to 3-page paper Other: Students will be required to keep a private daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: none; not open to first-year students

Grading: pass/fail only

Materials/Lab Fee: \$2800, which includes all transportation, lodging, meals, lectures, and research materials

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Elizabeth F. Curtis

PHLH 99 (W) Independent Study: Public Health

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA Tara E. Watson

PHYS 12 (W) Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will develop your ability to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project. Adjunct Instructor Bio: Stella Ehrich is a professional painter whose work includes portraits, landscapes and still life subjects. She studied for seven years at Studio Simi in Florence, she holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on participation, effort, and development; final project required

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: if overenrolled, selection will be based on seniority

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: (D3)

Winter 2019

LEC Section: 01 TR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Stella Ehrich

PHYS 13 (W) Electronics

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course will cover the basics of analog circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits and the Arduino, a microcontroller. Class will meet four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or will write a 10-page paper. If students have prior experience with electronics, they should contact the instructor prior to enrollment. Adjunct Instructor Bio: Daniel Maser is a postdoctoral research fellow in the Department of Physics, working with Professor Tiku Majumder in his atomic physics research laboratory. Adjunct Co-Instructor Bio: Jason Mativi is the electro-mechanical technician in the Bronfman Science Center. He will teach the digital electronics portion of the course.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; final project

Prerequisites: MATH 130, equivalent calculus, or permission from instructor; no prior experience with electronic circuits is assumed

Enrollment Limit: 14

Enrollment Preferences: priority given to seniors first, first-years last

Grading: pass/fail only

Materials/Lab Fee: \$100

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

PHYS 15 (W) Cooking for the Real World

Cross-listings: PHYS 15 SPEC 13

Primary Cross-listing

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You'll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac 'n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: *Kitchen Confidential*, by Anthony Bourdain, *The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs*, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

Class Format: MWF 3-5:30pm

Requirements/Evaluation: daily journal and a final cooking demonstration

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: limited to juniors and seniors but would like an email from the students applying on what food means to them

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 15 SPEC 13

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWR 4:00 pm - 6:30 pm PORG 4:00 pm - 6:30 pm CJ Hazell

PHYS 16 (W) The Way Things Work

How does a motor run? What do chocolate and steel have in common? How does Williams heat and power the campus? Can paper be washed? What's inside everyday appliances? How do you build a speaker? From simple machines to complex processes, in this course we'll explore the way things work! Class will meet three afternoons a week for a mixture of lecture, discussion, local field trips, and lots of hands-on exploration. Homework will primarily consist of readings and exercises relevant to the current class topics and extra tinker-time. In the last part of the course, students will have a chance to explore the functioning of some process, object, or technology of their choice.

Class Format: afternoons

Requirements/Evaluation: either building a final project with a short writeup or writing a 10-page paper, and a presentation to the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: by seniority

Grading: pass/fail only

Materials/Lab Fee: \$40 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MTR 12:30 pm - 3:30 pm PORG 12:30 pm - 3:30 pm Katharine E. Jensen

PHYS 22 (W) Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Class Format: to be arranged with instructor

Requirements/Evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work

Prerequisites: permission of instructor

Enrollment Limit: 1-2

Enrollment Preferences: permission of instructor

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: (D3)

Winter 2019

LEC Section: 01 MTR 12:30 pm - 3:30 pm Frederick W. Strauch

PHYS 31 (W) Senior Research: Physics

To be taken by students registered for Physics 493, 494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Frederick W. Strauch

HON Section: 02 TBA David R. Tucker-Smith

PHYS 99 (W) Independent Study: Physics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Frederick W. Strauch

POEC 22 (W) Volunteer Income Tax Assistance

Cross-listings: POEC 22 ECON 22

Secondary Cross-listing

This experiential course provides students the opportunity to explore public policy through training and work as volunteer income tax preparers for low income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10 page analytic essay or serving as tax preparers for local clients of the Berkshire Community Action Council. The course will also offer an overview of the U.S. income tax, and the role of the tax system in overall U.S. social policy, especially policy towards lower-income households. Coursework will consist of a series of classes and open lab sessions coordinated with the self-paced IRS "Link and Learn" online tax preparer training program. Class time will be spent discussing policy and program context as well as working through the online training program. A poverty simulation and follow up Q&A session featuring guests from local social service organizations will help orient students to the issues facing low-income families in the northern Berkshires.

Class Format: afternoons

Requirements/Evaluation: 10-page paper; complete IRS certification to assist in tax preparation; volunteer work

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: written statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$15

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 22 ECON 22

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm William M. Gentry, Paula M. Consolini

POEC 31 (W) Honors Thesis: Political Economy

To be taken by students registered for Political Economy 493.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Sara LaLumia

POEC 99 (W) Independent Study: Political Economy

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Sara LaLumia

PSCI 11 (W) Editorial Cartooning and the Art of Propaganda

Cross-listings: PSCI 11 ARTH 11

Secondary Cross-listing

This hands-on course, taught jointly by a nationally syndicated editorial cartoonist, Chan Lowe, and a former member of the Art Department faculty, E. J. Johnson, introduces students to the "Ungentlemanly Art" of cartooning through discussions and an emphasis on the creation of their own work. It is not an art course as much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience is NOT a prerequisite, nor even an advantage. Non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. Much more important are an inquisitive mind, a healthy interest in the current national discourse, a willingness to enter into spirited classroom discussion, and an appreciation of satire. The fact that the course will meet during the second month of a newly elected Congress means that there will be plenty of material ripe for cartooning. Class assignments will be critiqued in a non-threatening atmosphere. Lowe, who will be continuously producing daily cartoons, will also present his own work for criticism. Class meetings, at least two hours per meeting three days a week, will alternate between the studio experience and lectures, given by Johnson, that will acquaint

students with aspects of the history of caricature, cartooning and art with a propagandistic or overtly political purpose. The lectures will provide students with knowledge they may use in producing their cartoon assignments. The success of this course depends on the commitment and motivation of all participants. Course requirements include the drawing of several editorial cartoons per week, daily reading and viewing of news media. Adjunct Instructor Bio: Chan Lowe has been an editorial cartoonist and opinion writer since graduating from Williams in 1975. He has worked for newspapers in Oklahoma, Florida and is now a member of the editorial board of *The Berkshire Eagle*. His drawing and writing work have won many journalism awards, and is nationally and internationally syndicated by Tribune Content Agency. Co-Instructor: E.J. Johnson, Amos Lawrence Professor of Art, Emeritus

Class Format: afternoons

Requirements/Evaluation: editorial cartoons to be produced for each class meeting for evaluation by the class; final cartoons to be published in The Williams Record

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to non-art majors

Grading: pass/fail only

Materials/Lab Fee: \$50

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 11 ARTH 11

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

PSCI 12 (W) First Amendment Law and Policy

The Constitution is a covenant among the people, the states and government of the United States that substantially defines the unique American experiment and experience. First numerically, and in importance to many Americans, is the Constitution's guarantee of free thought and expression, encompassing the First Amendment's freedoms of speech, press, assembly, petition and religion. Over time the Supreme Court of the United States ("SCOTUS") and the "inferior" federal courts and state courts have given the First Amendment special and exalted status, ruling it contains "preferred freedoms" that are the "matrix, the indispensable condition of nearly every other form of freedom," and the mechanisms Americans employ to "form a more perfect union" through democratic processes. The course will provide students an intensive examination of First Amendment law and policy, with substantially more time and attention devoted to these rights than possible in a survey civil liberties or constitutional law course. We will examine the most important First Amendment decisions and influential concurring and dissenting opinions dealing with government action purportedly infringing a First Amendment right. We will also examine how free expression fares in and shapes American society at large. A private employer's, college's or other institution's restriction of expression may not violate the First because it is not government action, but the First and its judicial interpretation affects the discussion and resolution of non-government conflicts involving speech, political activity and religious exercise. The course will explore the rationale and implications of permitting and fostering or limiting certain categories of free expression or in specific contexts (libel--obscenity--"fighting words"--hate speech--depictions of violence and cruelty--child pornography--and others) and in various settings, public and private, involving and outside government. The course will be offered at a time when First Amendment rights are being challenged, especially press freedoms and free speech on college campuses, including Williams". With the press held in historically low esteem by the public and under attack from the current federal administration the course will incorporate lessons and discussions involving these matters. Some portion of each class will be devoted to current free expression issues in America, in its local communities and on the Williams" and other college campuses. Students will be assigned to identify, research and lead discussions of such issues. The course requires reading

(https://docs.google.com/document/d/1puCX7gzBRfH_3Km2tVCIZU0ELE7JS8RQaWmd5KTg84k/edit?usp=sharing), class participation and writing. Class participation will be important because the course will be taught Socratically (as most law school classes are with the teacher asking and students answering questions -- and many in the other direction). There will be an optional SCOTUS simulated oral argument at the end of the winter study. Adjunct Instructor Bio: Lloyd Constantine '69 has argued many constitutional law cases in SCOTUS and "inferior" federal courts. He has taught law school (Fordham) and both civil liberties and first amendment law and policy to undergraduates (SUNY).

Class Format: afternoons - On the first day of class (1/3/2019) I will discuss with the students how to alter the schedule to meet certain days for only 1 hour 50 minutes and/or simply not hold class certain agreed upon days.

Requirements/Evaluation: 10-page paper

Prerequisites: none, but if oversubscribed priority will be given to students who have taken constitutional law

Enrollment Limit: 25

Enrollment Preferences: students who have a background in or have taken constitutional law or civil liberties will be given priority

Grading: pass/fail only

Materials/Lab Fee: \$123 plus cost of books

Winter 2019

LEC Section: 01 TWR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Lloyd E Constantine

PSCI 13 (W) The Art of War

This course will examine the meaning and uses of the classical Chinese text, *The Art of War*, by Sunzi. Students will consider Sunzi's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sunzi in historical and philosophical context; the second half will examine how *The Art of War* has been used in a variety of modern fields.

Class Format: mornings

Requirements/Evaluation: 10-page paper; mandatory class attendance and participation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: students with background in Chinese studies will have a preference; after that, seniority

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

Distributions: (D2)

Winter 2019

LEC Section: 01 TWR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am George T. Crane

PSCI 14 (W) The CIA and the Politics of Intelligence

Cross-listings: LEAD 14 PSCI 14

Primary Cross-listing

This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. Adjunct Instructor Bio: Donald Gregg '51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

Class Format: afternoons

Requirements/Evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI and LEAD students

Grading: pass/fail only

Materials/Lab Fee: cost of book (\$25)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 14 PSCI 14

Winter 2019

LEC Section: 01 TWRF 1:00 pm - 3:50 pm PORG 1:00 pm - 2:50 pm Donald P. Gregg

PSCI 15 (W) Barack Obama: A First Draft of Presidential History

Cross-listings: LEAD 15 PSCI 15

Secondary Cross-listing

Barack Obama's election in 2008 seemed to many Americans to mark the dawn of a new era in American history. Eight tumultuous years later, he left office with a significant record of achievement and his political opponents in control of the White House, Congress, and most of the states. This course will undertake a preliminary historical assessment of the Obama presidency. Looking at foreign policy and domestic issues (including economic policy, health care, immigration, and LGBTQ rights), we will examine Obama's leadership style and its relation to the structure of American politics in the early 21st century; the sources of his achievements and disappointments; and his enduring significance for American politics and history. Students will read (and view) primary sources as well as works of journalism and scholarly analysis, which we will discuss in seminar-style class meetings. Halfway through the course, students will propose an essay on some important aspect of Obama's presidency; the final assignment will be the essay itself.

Class Format: afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: one course in American politics, Leadership Studies, and/or 20th century American history

Enrollment Limit: 19

Enrollment Preferences: preference will be given to LEAD concentrators and PSCI majors

Grading: pass/fail only

Materials/Lab Fee: \$12 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 15 PSCI 15

Winter 2019

LEC Section: 01 Cancelled

PSCI 16 (W) The Martial Art of Politics--Aikido, Gandhi, and King

"The techniques of Aikido are intended as tools for us to use in examining the nature of power, to engage in uncompromising self-scrutiny, and to realize our potential as powerful, compassionate, creative, self-aware human beings."--Mary Heiny Sensei Aikido is a Japanese martial tradition that combines the samurai arts of swordwork and grappling with the philosophical desire to forge a path of harmony in the face of determined opposition. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies--social, psychological, or political--that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches us more than simply how to survive; it also teaches us how to physically express our noblest intentions in movements that protect not only ourselves but the attacker as well. Martin Luther King famously observed that "Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars." Aikido, a physical expression of nonviolence, is the alternative approach made manifest--the light that can drive out darkness and the love that can drive out hate. The physical training (10 am-noon each weekday morning in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw friends twice their size across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. The academic component of the course will engage with how the physical training resonates with selected writings on nonviolence (Mohandas Gandhi, Martin Luther King Jr., and theoretician Gene Sharp) and the tactical practices of successful nonviolent protest campaigns. Each student will research and profile a successful nonviolent campaign, explain why it worked, explain what was "aikido" about it, and in small groups will pick a target and draft a plan for a contemporary protest campaign on a topic of their choosing. Each group will be responsible for crafting speech text, a tactical analysis of their proposed campaign, and a social media plan. Actually implementing the campaign is not a part of the course. By integrating physical and intellectual components, the course seeks to forge in each student a stronger and more coherent perspective on how the pursuit and embodiment of harmony can resolve the conflicts that we so often encounter. Joining us for several sessions will be local scholar Stewart Burns, author of the award-winning MLK biography *To the Mountaintop*. Additional relevant experiences, such as meditation practice, outdoor misogi, and feature films (Gandhi, Selma, etc.) will be woven into the course as schedules permit. Students do not have to be especially athletic, and in Aikido women train as equals with men. Students are encouraged to correspond with the instructor (rkent-at-williams.edu)

before registration begins if they have questions. Adjunct Instructor Bio: Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied for 21 years at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is currently President of Aiki Extensions, Inc, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the twelfth year he's offered a Winter Study class.

Class Format: daily, 10 am-noon for aikido training, + 2 times a week for academic discussions, typically over lunch

Requirements/Evaluation: quality of participation in both physical and intellectual course components (historical analysis, class discussions, final project)

Prerequisites: same physician's approval on file as the school requires to participate on sports teams

Enrollment Limit: 20

Enrollment Preferences: if overenrolled, selection will be based on a questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$175

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 12:00 pm M-F 1:00 pm - 2:50 pm PORG 10:00 am - 12:00 pm Robert H. Kent

PSCI 17 (W) The Third World City

Cross-listings: GBST 17 PSCI 17

Primary Cross-listing

In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI majors and GBST concentrators

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 17 PSCI 17

Winter 2019

LEC Section: 01 MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am James E. Mahon

PSCI 18 (W) Girl Meets World: Films from 5 Continents

Cross-listings: WGSS 17 PSCI 18

Primary Cross-listing

This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls' own curiosity and ambition, their resourcefulness in the face of poverty and exploitation,

resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls' rights through international conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States. Readings to be completed outside of class time include children's books, young adult fiction, and international human rights documents.

Class Format: afternoons

Requirements/Evaluation: active class participation and either 3 policy memos (3-4 pages each) or one 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to Political Science and WGSS majors

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 17 PSCI 18

Winter 2019

LEC Section: 01 MTW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Nimu Njoya

PSCI 19 (W) Law as a Tool for Social Justice

The law may be deployed to achieve social justice in different ways: through the courts, legislation, and the ballot. While we will see the law work positively, we also will examine its limitations and failures due to societal, economic and human obstacles. We will read 2 books in full and 2 in part, all of which relate compelling stories. We begin with *Devil in the Grove* (winner, 2013 Pulitzer for non-fiction), which is about a 1949 Florida rape case involving 3 black men who are defended against the charge of raping a white woman by Thurgood Marshall, at risk to his life. While we encounter the brutal obstacles to obtaining justice in the deep South, the book also is in part a mini-biography of Marshall, and we will read about the great victories he achieved nationally in Supreme Ct. cases involving voting, housing and education. Next is *Gideon's Trumpet*, a classic in the field of constitutional law by Anthony Lewis about winning the right of a pauper to be provided with a lawyer in state felony cases. The book elegantly describes the structure of our Federal system, delineating the tension between the rights reserved to the states in the area of criminal law, and the protection provided to individuals by the Bill of Rights. The third book is *Winning Marriage* by Marc Solomon. It narrates the incredibly successful effort by the LGBT community to win for same-sex couples the right to marry, focusing on gritty political battles at the state level, moving to landfall Supreme Ct. decisions. We will read the penultimate Obergefell decision. The last book is Jonathan Harr's *A Civil Action* (winner, 1996 Nat'l Book Critics Circle Award for non-fiction). The issue is environmental justice and the case is a lawsuit between private litigants: Woburn MA residents who suffered leukemia and other illnesses arising out of toxic chemicals dumped by two large corporations. A David, a very small law firm, takes on Goliath, two giant companies and their huge law firms. Adjunct Instructor Bio: Richard Pollet graduated from Williams in 1969 cum laude, with Honors in Poli Sci, and thereafter obtained a law degree from Columbia Law School. He spent 40 years practicing law, the last 26 as General Counsel of J. Walter Thompson Company (JWT), retiring in 2013. Subsequently, he has done some consulting for WPP, JWT's parent company, and last taught this Winter Study course in Jan. 2018.

Class Format: mornings

Requirements/Evaluation: 10 page paper

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: seniors first, then juniors, sophomores and first-years

Grading: pass/fail only

Materials/Lab Fee: approximately \$70 for books

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Richard Pollet

PSCI 20 (W) The Personal is Political: A Nonfiction Writing Workshop

Since St. Augustine's *Confessions*, great political thinkers have crafted personal stories as evidence of and witness to their own political times. Frederick Douglass and Harriet Jacobs told their stories to further the abolitionist movement. W.E.B. DuBois, James Baldwin, and Simone de Beauvoir ushered us through the turbulent 20th century showing how the personal is political, and the political, personal. Today, Ta-Nehisi Coates, Suki Kim, Maggie Nelson, and Claudia Rankine, among others, show us how well-crafted personal stories can bring important political ideas to the forefront of our collective imagination. Anticipating criticism of the form, Beauvoir wrote in the preface to her 1961 autobiography that "if any individual...reveals himself honestly, everyone, more or less, becomes involved. It is impossible for him to shed light on his own life without at some point illuminating the lives of others." In this workshop, you will do just that, crafting a nonfiction project--memoir, personal essay, or a hybrid form--the final draft of which will determine half of your grade. We'll meet for six hours each week, splitting our time between discussions of the published work we're reading and a workshop-setting discussion of the work you're producing. Your engagement with this class will occupy significantly more time outside of the classroom--roughly twenty hours a week--during which you'll be engaged in the writing process and reading for class. Readings for the course will be selected from: Baldwin, James. "Notes of a Native Son" Biss, Eula. Selections from *Notes from No Man's Land* Coates, Ta-Nehisi. Selections from *Between the World and Me* Hurston, Zora Neale. *How It Feels to be Colored Me* Khan-Cullors, Patrisse and Asha Bandele. Selections from *When They Call You a Terrorist: A Black Lives Matter Memoir* Nelson, Maggie. Selections from *The Argonauts* Rankine, Claudia. Selections from *Citizen Smarsh*, Sarah. "Poor Teeth" and others Adjunct Instructor Bio: Julia Munemo holds her MFA in creative nonfiction and has completed a memoir about race, love, mental illness, and her father--a writer of racially charged pulp fiction. Her manuscript explores how her legacy conflicts with her present-day life as one half of an interracial marriage and the mother of mixed-race children. She teaches writing workshops in Williamstown and Maine.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: email explaining reasons for interest in the course to juliamunemo@gmail.com

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 TF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Julia M. Munemo

PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience.

Class Format: Meeting prior to start of winter study and again after conclusion

Requirements/Evaluation: 10-page paper; 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; daily journal; participation in final meeting

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: selection will be based on a resume and letter of interest; at the time of preregistration interested students should send a resume and letter of interest to Paula Consolini (pconsolini@williams.edu)

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Nicole E. Mellow, Paula M. Consolini

PSCI 22 (W) Learning Intervention for Teens

This course pairs energetic Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges assign teenagers (ages 13-17) to this program, an official Commonwealth of Massachusetts probation program. Our goal is to empower the teenagers through positive peer mentorship and by allowing them to take ownership of an independent project. Each Williams student helps a teen investigate, develop a final project, and present about a topic of the teen's choosing. The project and other program activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting and communication, which the teenagers can transfer to their school, work, and home lives. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families, Williams faculty and community members. Williams students develop experience serving in an official capacity, learn to mentor teenagers, and gain insight into the juvenile justice system. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Chief Wynn and Professor Shanks but entirely run by trained Williams students who have served as mentors in the past. In order to enroll in the course, all students must write a paragraph explaining why they believe they'd be a successful mentor in this program. Students should email their paragraphs to student coordinator Nicholas Goldrosen at ncg1@williams.edu and cc: cshanks@williams.edu.

Class Format: afternoons

Requirements/Evaluation: journal and final reflection totaling 10-15 pages, final project with teenager

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: by paragraph of interest

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TWR 3:30 pm - 5:30 pm PORG 3:30 pm - 5:30 pm Cheryl Shanks, Mike Wynn

PSCI 30 (W) Senior Essay: Political Science

Political Science senior essay.

Class Format: senior essay

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA James McAllister

PSCI 31 (W) Senior Thesis: Political Science

To be taken by students registered for Political Science 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Cathy M. Johnson

PSCI 32 (W) Individual Project: Political Science

To be taken by students registered for Political Science 495 or 496.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA James McAllister

PSCI 33 (W) Advanced Study in American Politics

Class Format: independent study

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA James McAllister

PSCI 99 (W) Independent Study: Political Science

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA James McAllister

PSYC 11 (W) Designing your Life and Career After Williams

This course takes a psychological approach to helping you figure out what to do with your life. We start by reviewing your life story up until now and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives and careers that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career

paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you. Adjunct Instructor Bio: Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study for the last two years and deeply enjoys mentoring students around career issues.

Class Format: mornings

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: cost of book(s)

Winter 2019

LEC Section: 01 MTW 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Ben Johnson

PSYC 12 (W) Alcohol 101: Examining and Navigating the College Drinking Scene

Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of readings, videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body differently in men and women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from an expert in trauma and sexual assault and explore the significant role of alcohol in sexual assault on college campuses. We will discuss alcohol-related medical emergencies and problem-solve strategies to stay safe when choosing to use alcohol. Statistical data from colleges here in the Northeast will be reviewed, including survey results from the Core Institute and the Harvard School of Public Health Alcohol study. The course culminates in a final peer education presentation each student develops over the first 3 weeks through independent study outside of class on a related topic of their own choosing approved by the instructor.

Class Format: afternoons

Requirements/Evaluation: 5-page paper; final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: permission of instructor

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MW 1:00 pm - 3:50 pm PORG 1:00 pm - 1:50 pm Kathy Foley

PSYC 13 (W) Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!

Cross-listings: LEAD 13 PSYC 13

Secondary Cross-listing

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance through an encapsulated case

study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: <http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf> Adjunct Instructor Bio: <http://www.intersolvegroup.com/leadership-profile/>

Class Format: Monday through Thursday 10-11:50 AM

Requirements/Evaluation: class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan

Prerequisites: the only prerequisite is a keen and purposeful desire to learn and develop oneself through a practical applied experience

Enrollment Limit: 12

Enrollment Preferences: diversity and inclusion of geographic, economic and social background will be considered in order to assemble a spirited mix of participants

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 13 PSYC 13

Winter 2019

LEC Section: 01 Cancelled

PSYC 14 (W) JA SelCom: A Case Study in Selection Processes

This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in selection? These are just a few of the questions that we will seek to understand through guest speakers from The Davis Center, Psychology Department, Admissions, and the Career Center. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

Class Format: mornings and afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference given to sophomores and admission is based on quality of the application

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 4:50 pm PORG 10:00 am - 4:50 pm David C. Johnson

PSYC 15 (W) Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by

Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. *Extensive time will be spent outside of class working on assigned projects.* Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Class Format: afternoons

Requirements/Evaluation: formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference given to seniors, juniors, first years

Grading: pass/fail only

Materials/Lab Fee: cost to student \$250

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Debra S. Rogers-Gillig

PSYC 16 (W) Self Compassion: The Benefits and Challenges

Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be taught self-compassion skills, including mindfulness practices and recognizing and challenging negative self-talk, among others. You will be asked to practice these skills between classes, do some reading, and reflect on your experiences. Adjunct Instructor Bio: Becky is a licensed clinical social worker. She has worked as a psychotherapist with Integrative Wellbeing Services here at Williams since 2014. She has explored the topics of compassion and self-compassion both professionally and personally.

Class Format: mornings and afternoons

Requirements/Evaluation: one 2- to 3-page reflection paper will be due each week; a weekly log of mindfulness activities will also be kept and submitted

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: random selection if over-enrolled

Grading: pass/fail only

Materials/Lab Fee: \$10

Winter 2019

LEC Section: 01 MR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Becky Crane, Michael J. Grinnell, Alysha B. Warren

PSYC 17 (W) "Cultural Cliteracy": Introduction to Transformative Sexuality Education

This course will introduce students to transformative sexuality education. Transformative sexuality education assumes students will experience major shifts in their sexual knowledge, attitudes, and behaviors. Undergraduates commonly report inadequate sex education in high school, concern that students are sexually harassed, assaulted, or raped during their four years in residence and that little opportunity exists on campus for students to talk with each other candidly about sexual issues. The course is designed to improve the sexual culture on the Williams College campus by expanding knowledge, fostering skills, and providing opportunities for intergroup dialogue. Students will explore topics such as communication and sexual communication, gender diversity, enthusiastic consent, pleasure in and out of committed relationships, hookup culture, models of sexual functioning, BDSM/kink culture, and sexual identity. Topics will be examined through an intersectional lens. A variety of methods will help engage students with

course material. Lectures by the instructors, large and small group discussions, role-plays, practice of empathy, intimacy, interviewing skills, reading literary fiction, DVD screenings, anonymous class surveys, and taking sexual histories promote students' learning. Sexually explicit material is used in this course, following trauma-informed practices and guidelines specifying best pedagogical practices. Each class session is designed to create activities that will lead students to achieve at least three learning objectives. Evaluation will be based on submission of a journal entry related to each class session and a journal entry related to a reading/movie due each class session. Students will submit a final paper and creative project. Attendance and participation are crucial to successful completion of this course.

Class Format: afternoons

Requirements/Evaluation: class attendance and participation; 5-page paper; 2- to 3-page paper; final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores and juniors will be given priority

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Ruby T. Solomon, Paul D. Gitterman

PSYC 18 (W) Call In Walk In training for Peer Health

Cross-listings: PSYC 18 SPEC 18

Secondary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 18 SPEC 18

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Laini Sporbert

PSYC 21 (W) Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study.

Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Class Format: by appointment

Requirements/Evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

Prerequisites: approval by Noah Sandstrom is required

Enrollment Limit: 20

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Noah J. Sandstrom

PSYC 22 (W) Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be.

Class Format: determined by faculty/research

Requirements/Evaluation: evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

Prerequisites: permission of faculty mentor

Enrollment Limit: POI

Enrollment Preferences: selection will be based on evaluation of departmental application and number of faculty available as mentors

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 TBA Steven Fein

PSYC 31 (W) Senior Thesis: Psychology

To be taken by students registered for Psychology 493-494.

Class Format: thesis

Requirements/Evaluation: determined by faculty

Prerequisites: PSYC 493 or NSCI 493

Grading: pass/fail only

Materials/Lab Fee: \$0

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Steven Fein

PSYC 99 (W) Independent Study: Psychology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Steven Fein

REL 12 (W) The Mumonkan and Tathagata Zen: An Exploration of Mind

Zen is the sect of Buddhism that stresses experience overall cognitive formulas and principles. Based on the tenet that all beings have what is called Buddha Nature, practice is entered into with the faith than one can have exactly the same experience that the historical Buddha, Shakyamuni, had and can thereby come to know the process that constitutes the nature of all beings and things that comprise the universe. The primary method of practice is the meditative technique known as zazen, and the type of Zen that focuses on the consciousness that develops from diligent zazen practice is known as Tathagata Zen. Through one's efforts in zazen, one may come to the intuitive experience of the Dharma Activity, the activity that gives birth to all things and into which all things return. Although the Dharma Activity cannot be described fully in words, it is possible to use words that point to it without running afoul of its truth. The Mumonkan (The Gateless Gate) is a classic Zen text containing 48 such pointers or koans. Utilizing this text as a focus of discussion, students will attempt to grasp the teaching contained in these pointers by means of the principles of Tathagata Zen. The practice of zazen will be part of each class, and the course will culminate in a two-day zen retreat. Those taking the course will keep a daily journal of their course-related experiences which will be reviewed by the instructor. They will also write a series of short papers on selected koan from The Mumonkan. The course will meet from 9am--Noon on Monday, Wednesday and Friday. Anyone wishing to take this course must submit a paragraph stating their purpose for doing so. Up to ten students will be accepted for this course and all are eligible, including those who have taken a prior Winter Study Zen course taught by this instructor. Adjunct Instructor Bio: Williams '62. Retired psychiatrist. Zen practitioner for 48 years, 17 as a monk.

Class Format: mornings

Requirements/Evaluation: journal review; four 2-page papers

Prerequisites: submission of a paragraph stating purpose in taking this course

Enrollment Limit: 10

Enrollment Preferences: paragraph of purpose

Grading: pass/fail only

Materials/Lab Fee: \$121 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

REL 14 (W) Mountain Religion

Sacred mountains play a central role in the founding myths of many religious traditions. Mountains such as Sinai, Olympus, and Kailash are considered divine abodes, entry into which confers spiritual powers. For many religious practitioners, pilgrimage to and practicing in and around the mountains provides a special opportunity to encounter the gods and acquire spiritual benefits. In this comparative course, we will explore the special role and function of mountains in Buddhism, Hinduism, Judaism, and Islam, with a special focus on contemplative practices from Japan's Shugendō tradition and the kaihogyō nighttime hikes of Tendai monks, circumambulation of Himalayan peaks and mantra recitation, and pilgrimage journeys. Class will meet for three 2-hour sessions per week. Readings will consist mostly of journal articles and selections from books, with a 5-page reflective paper due at the end of the course. Depending on the weather, we will take advantage of the surrounding mountains for short contemplative hikes, applying some of the practices we will study.

Class Format: mornings

Requirements/Evaluation: 5-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: lottery

Grading: pass/fail only

Materials/Lab Fee: \$75

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Seth M. Wax

REL 17 (W) How to Write Auto-Fiction

Cross-listings: ENGL 17 REL 17

Primary Cross-listing

You glanced eagerly over the course descriptions, looking for something that would allow you finally, at last, to wrestle with the ridiculous assumption that those literary genres-namely, "Fiction" and "Non-Fiction"-had intrinsically established identities and clear bounds. You wanted the class that would allow you to write the truth as you experienced it, the truth that was not entirely dependent on facts as markers of truth, but also not so flimsy as to bend in the gentle breeze of every casual opinion. Your eyes stopped on the title, "How to Write Auto-Fiction," and your attention was piqued. Will it all be written in the second person? you wondered, a thought that had you a little concerned, but the professor calmly stepped in to assure you that no, it would not, in fact it would be best if you avoided that particular narrative mode entirely. You would be focusing on writing stories from your life (10-20 pages each), narrated in the first-person, not entirely factual, but certainly not false. They would be workshopped by your peers, revised, and resubmitted. You would come to class ready to write on the first day, and you would be ruthless in your revisions of shitty first drafts. Adjunct Instructor Bio: Dalena Storm is local writer of fiction and non-fiction. She earned her BA from Williams College and her MFA from Bennington College where she participated in a number of combined workshops on memoir and fiction, and she began to explore the space between the genres in her own fiction in addition to completing a memoir.

Class Format: afternoons

Requirements/Evaluation: two stories (10-20 pages) and two revisions (10-20 pages)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: email explaining reasons for interest in the course to Dalena.Storm@gmail.com

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 17 REL 17

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Dalena Storm

REL 18 (W) Rare Bibles of Chapin Library

What does a Bible from 1462 feel like? Smell like? In this course, students will touch, smell, and examine early and rare Bibles from the world-class collection of Bibles housed in Williams's own Chapin Library. Highlights of the collection include multiple significant 15th and 16th century Bibles, as well as a 1611 King James Bible. Through class readings and discussions, as well as a small research project, students will learn about the history of the book, the history of the Bible as a book, and the specific histories of one or more rare Chapin Bibles of their choosing. The major project for the course will be for students to experiment with and curate a Twitter account and course website as online exhibits of the 'rare and wondrous' Bibles of Chapin Library.

Class Format: afternoons

Requirements/Evaluation: the major project for the course will be for students to experiment with and curate a Twitter account and course website as online exhibits of the 'rare and wondrous' Bibles of Chapin Library

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Religion majors first, then History majors, then seniority (seniors, then juniors, etc.)

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 Cancelled

REL 24 (W) Touring Black Religion in the 'New' South

Cross-listings: ENVI 24 REL 24 AFR 24

Secondary Cross-listing

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state." Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston's lead, this course will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique? To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the 'New South' including a small mainstream denominational church in Tallahassee Florida; a Pentecostal-Holiness church in St. Petersburg, Florida; and a mega-church in Eaton, Florida. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. A 200-page course packet will contextualize the trip.

Class Format: travel

Requirements/Evaluation: based on an electronic field journal, participation in weekly colloquies, and an oral presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: majors and concentrators in Africana Studies, Religion, and Environmental Studies; students with a background in ethnographic methods; application essays and interviews

Grading: pass/fail only

Materials/Lab Fee: cost to student: \$3362

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 24 REL 24 AFR 24

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Rhon S. Manigault-Bryant, James A. Manigault-Bryant

REL 25 (W) Yoga and Meditation in India: Theory and Practice

This course delves into the theory and practice of both Hindu and Buddhist yoga in their land of origin, India. In the first half, we stay in the North Indian town of Rishikesh, one of the main centers of Hindu yoga today, located on the banks of the Ganges River. There we practice yoga and meditation daily, study yoga philosophy, and visit leading yoga centers. In addition, we volunteer daily at Mother Miracle Community Development

Program, where a K-12 school is dedicated to teaching exceptionally intelligent poor children. In the second part of the course, we travel to South India and stay at Sera Je Monastic University, the largest center of Tibetan Buddhist monastic learning in India. There we continue our daily practice of yoga and meditation, and study with a Tibetan monastic scholar the theory of Tibetan Buddhism. In the afternoons students volunteer with Tibetan students and visit Tibetan service organizations in the area. In this way we gain a solid overview of the practice of yoga and meditation in India. We come to appreciate and learn from the people upholding the living traditions of yoga, as well as helping these people to strengthen the education that will allow them to interact with the global world. Required Reading: *The Path to Enlightenment by The Dalai Lama*; *Yoga and the Luminous: Patanjali's Spiritual Path to Freedom* by Christopher Key Chapple; selected articles about yoga and contemporary yoga exchanges. Adjunct Co-Instructor Bio: Tasha Judson, M.Ed., is a certified alignment oriented Hatha yoga teacher and authorized meditation teacher. She has directed Tasha Yoga studio in Williamstown since 2003.

Class Format: travel

Requirements/Evaluation: 10-page paper; daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 10

Enrollment Preferences: interview

Grading: pass/fail only

Materials/Lab Fee: \$3,327

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Georges B. Dreyfus, Natasha Judson

REL 30 (W) Senior Project: Religion

An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

Class Format: senior project

Grading: pass/fail only

Winter 2019

IND Section: 01 TBA Jason Josephson Storm

REL 31 (W) Senior Thesis: Religion

Religion senior thesis.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Jason Josephson Storm

REL 99 (W) Independent Study: Religion

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Jason Josephson Storm

RLFR 13 (W) Creative Portraiture in the Darkroom

Cross-listings: ARTS 13 RLFR 13

Primary Cross-listing

In this course we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use a view camera (a large format camera used shortly after the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, and sensitive media and use them as tools to make creative portraits in the darkroom. By the end of the course students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Adjunct Instructor Bio: Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enables a public reckoning with the impact of slavery and colonialism in the region. In 2017, his images were showcased at Les Photaumnales in Beauvais, France and at the Biennale Internationale des rencontres Photographiques de Guyane.

Class Format: mornings

Requirements/Evaluation: 2- to 3-page paper; formal public exhibit

Prerequisites: knowledge of black and white analog photography is preferred, but not required

Enrollment Limit: 10

Enrollment Preferences: Art major and minors then random

Grading: pass/fail only

Materials/Lab Fee: \$120

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 13 RLFR 13

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 WRF 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Daniel Goudrouffe

RLFR 30 (W) Honors Essay: French

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Jennifer L. French

RLFR 31 (W) Senior Thesis: French

To be taken by students registered for French 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Jennifer L. French

HON Section: 02 TBA Brian Martin

RLFR 99 (W) Independent Study: French

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jennifer L. French

RLIT 99 (W) Independent Study: Italian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jennifer L. French

RLSP 16 (W) The Ayn Rand Cult

Cross-listings: ANSO 16 COMP 16 RLSP 16

Primary Cross-listing

The broad, "underground" influence of publicist-novelist Ayn Rand stands as one of the more curious sociocultural phenomena to have emerged out of post-War America. Examples: A youthful Alan Greenspan was a dedicated disciple of Rand's in the 1940s and 50s; Michael Milken was reported to have kept twenty-six copies of *Atlas Shrugged* in his jail cell while serving time for securities fraud; Congressman Paul Ryan and Exxon CEO (and current Secretary of State) Rex Tillerson both are avowed fans of Ayn Rand; each year to this day, Rand's books sell hundreds of thousands of copies; and, in a crowning instance of "canonization," the U.S. Postal Service issued a commemorative stamp in Rand's honor (as part of its "Great American Authors" series) in April 1999. This course will examine the nature and origins of the Rand phenomenon through reading of relevant works of journalism, fiction, and philosophy. Titles to be studied: Jeffrey Walker, *The Ayn Rand Cult*; Mary Gaitskill, *Two Girls: Fat and Thin*; Gene H. Bell-Villada, *The Pianist Who Liked Ayn Rand* (selections) and *On Nabokov, Ayn Rand and the Libertarian Mind*; and John Locke, *Second Treatise of Government*. We will also view two films: the movie version of *The Fountainhead* (1949) and the 1996 documentary *Ayn Rand: A Sense of Life*. Note: No books by Rand will be read in this class! It is a course not "about" Rand but rather about the cultural sociology and anthropology of Randism.

Requirements/Evaluation: class attendance and participation, short weekly journal entries, and a final 10-page paper

Prerequisites: some previous acquaintance with Rand's novels

Enrollment Limit: 30

Enrollment Preferences: by seniority (i.e. first seniors, then juniors, then sophomores, etc.)

Grading: pass/fail only

Materials/Lab Fee: approximately \$90 for books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANSO 16 (D1) COMP 16 (D1) RLSP 16 (D1)

Winter 2019

LEC Section: 01 MWR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Gene H. Bell-Villada

RLSP 30 (W) Honors Essay: Spanish

To be taken by candidates for honors other than by thesis route.

Class Format: honors essay

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Jennifer L. French

RLSP 31 (W) Senior Thesis: Spanish

To be taken by students registered for Spanish 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Jennifer L. French

RLSP 99 (W) Independent Study: Spanish

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Jennifer L. French

RUSS 11 (W) Queer Russia

Cross-listings: COMP 11 RUSS 11 WGSS 11

Primary Cross-listing

A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia's suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing

on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country's queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons

Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 11 RUSS 11 WGSS 11

Winter 2019

LEC Section: 01 MTR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Julie A. Cassidy

RUSS 16 (W) Russian Spies in DC: FX's "The Americans"

From the beginning of the Cold War to the present, the presence of Russian intelligence operatives in the nation's capital has been the subject of fascination and speculation. In this course, we will examine the FX channel's series *The Americans*, in light of both the popular imaginary about Russian spies in the United States and the actual history of intelligence wars in Washington. How does the series represent the lives of Russian political and intelligence operatives during the Reagan presidency, and how does it interpret the larger events of the Cold War in its final decade? Readings will draw from accounts on both side of the Cold War, focusing on signature developments such as Jewish immigration from the Soviet Union, the covert biological weapons programs, and Soviet attempts to build relations with progressive movements in the United States. Adjunct Instructor Bio: Alexandar Mihailovic has taught at Bennington College, Williams College, and Brown and Columbia Universities. His books include **Corporeal Words: Mikhail Bakhtin's Theology of Discourse**, **Mitki: The Art of Postmodern Protest in Russia**, and the edited volume **Tchaikovsky and His Contemporaries: A Centenary Symposium**. He has also published articles about cultural relations during the Cold War, African-American studies, art history, and cinema studies.

Class Format: mornings

Requirements/Evaluation: class participation and presentations, and a final 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Alexandar Mihailovic

RUSS 25 (W) Williams in Georgia

Cross-listings: RUSS 25 SPEC 25

Primary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*,

taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$2785

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 25 (D1) SPEC 25 (D1)

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Vladimir Ivantsov

RUSS 30 (W) Honors Project: Russian

May be taken by candidates for honors other than by thesis route.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Helga Druxes

RUSS 31 (W) Senior Thesis: Russian

To be taken by students registered for Russian 493-494.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Helga Druxes

RUSS 99 (W) Independent Study: Russian

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Helga Druxes

SCST 99 (W) Independent Study: Science and Technology Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Jason Josephson Storm

SOC 15 (W) Photographic Literacy and Practice

Cross-listings: ANTH 15 SOC 15

Primary Cross-listing

When you look at a photograph, what is it really saying? How can you make photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. In class we will review historical and contemporary photography, photobooks, and other sources of visual inspiration. Students will conceptualize and photograph a project of their own choosing. Students will learn to defend their work during in-class critiques, and at the end of the course the class will design and produce an exhibition of their photography. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful.

Class Format: three times per week--Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm

Requirements/Evaluation: final project; formal public exhibit

Prerequisites: none, but students must own or borrow a digital camera (a DSLR with a 35mm lens is ideal, but compact cameras will also work)

Enrollment Limit: 12

Enrollment Preferences: students can email me

Grading: pass/fail only

Materials/Lab Fee: \$0

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 15 SOC 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MF 10:00 am - 11:15 am W 1:00 pm - 6:00 pm PORG 1:00 pm - 5:00 pm Ben Brody

SOC 31 (W) Senior Thesis: Sociology

To be taken by students registered for Sociology 493-494.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Peter Just

SOC 99 (W) Independent Study: Sociology

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)

Winter 2019

IND Section: 01 TBA Antonia E. Foias

SPEC 10 (W) Counseling Skills Intensive

Are you the person your friends turn to for support? Good listening and communication skills are of benefit to everyone, but particularly for students with support responsibilities and those interested in helping professions. This course will prepare you to be a better listener and more effective, confident communicator. Develop a deeper sense of presence to help others feel more at ease with sharing, facilitate decision-making and problem-solving using validation and active listening skills, and learn effective strategies and boundaries appropriate to more urgent situations. We will practice fundamental counseling skills, learn about factors influencing our own communication styles and the roles we gravitate toward in our relationships with others. You will learn how to communicate about sensitive issues and find your own style in helping roles. Emphasis will be given to understanding one's limits within a given situation, knowing when to refer to other resources, and what resources are available to students. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings, journaling, and out of class exercises designed to deepen your understanding and practice. Adjunct Instructor Bio: Karen Theiling is psychotherapist at Williams College where she has provided counseling to students since 2000. She is a licensed mental health counselor whose particular interests include trauma, gender and sexuality, Dialectical Behavior Therapy and outreach of all kinds. Adjunct Co-Instructor Bio: Laini Sporbert is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and has been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Class Format: afternoons

Requirements/Evaluation: evaluation is based on participation, attendance, and the 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: reverse seniority on campus

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 MR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Karen M. Theiling, Laini Sporbert

SPEC 11 (W) Pod Save Williams: Audio Stories about Making the College More Sustainable

How can we all create a more sustainable Williams? In this course students will explore sustainability challenges, successes, obstacles, and opportunities on the Williams campus by interviewing staff, faculty, and fellow students and then weaving those interviews into compelling audio

stories for the campus community. Students will study interviewing, storytelling, and podcasting best practices and will use what they learn to create interesting podcasts that are both rich in content and in sound. Guiding questions will include: How is sustainability being integrated - or not - into the operations of campus? What daily activities are most impactful both carbon emissions-wise and ethos-wise? How do social justice and environmental justice intersect with sustainability on campus and in this region? Who are the unsung "campus sustainability heroes"? What opportunities and challenges lay ahead related to these issues? How does one tell a story in a way that is universal or at least relevant to one's intended audience? What are the opportunities to enhance storytelling by using an audio format as the medium? Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to Stitcher, iTunes, and Soundcloud. A number of assignments will involve listening to and critically analyzing podcasts. Our time together will be a combination of learning about campus sustainability issues, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers. Adjunct Instructor Bio: Mike Evans is the Assistant Director of the Zilkha Center for Environmental Initiatives at Williams College. Prior to working at Williams, he was the associate director of Utahns Against Hunger and founded and directed Real Food Rising, a youth-empowerment sustainable farming program.

Class Format: mornings

Requirements/Evaluation: evaluation will be based on participation, two short essays, and a final project

Prerequisites: none

Enrollment Limit: 11

Enrollment Preferences: preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2019

LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Mike Evans

SPEC 12 (W) What's Advertising and Why Should We Care About It?

Admittedly, only a handful of Williams students will enter the advertising business, especially the classic Madison Avenue version of it. On the other hand, an appreciable percentage of graduates will join fields where some form of advertising and promotion is a critical but complicated success factor, whether in NGOs, business, non-profit organizations or startup ventures. The proposed course is a high level view of one of the most important levers in society today. In one form or another, advertising influences not just our purchase decisions but also (and increasingly) politics, public policy, use of social media and a host of cultural issues, including perceptions about diversity, gender and the role of women in society. This course teaches how insights, strategy and positioning come to creative life, are assessed and how they percolate through brand experience and within the organization. We will consider why and how marketers align themselves with different demographic and age groups creatively and how they build positive perception. It will also help students understand why--after all the metrics and analysis and research--a brilliant creative idea is worth its weight in gold. The course is intended as an overview and will necessarily proceed at a rapid pace. Course content will be a mix of case studies, examples drawn from the current marketing world and original research by students. Where appropriate and possible, guest speakers will be invited in order to provide particular insight or participate in debate. The final project presentation will ask student teams to 'reverse engineer' the observed advertising and communications strategies of a marketer (broadly defined) using publicly available data and course materials. The course would meet twice per week in three hour sessions. Out-of-class expectations are approximately 10 hours/class in research, writing and group work projects. Adjunct Instructor Bio: Steve Harty worked in advertising for 30 years, spanning developments such as the launch of cable networks, interactive and digital platforms and into today's highly diversified communications environment. He was CEO or Chairman for four firms and served clients such as American Express, Johnnie Walker, Axe deodorant, Cadillac, Verizon, IBM and Miller Lite. He helped launch jetBlue Airlines, Ally Bank and the Voom HDTV service. He is a 1973 graduate of Williams and a trustee emeritus.

Class Format: mornings

Requirements/Evaluation: short written assignments weekly; final presentation prepared in teams and presented to class

Prerequisites: none

Enrollment Limit: 16-20

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

Winter 2019

LEC Section: 01 T 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm PORG 1:00 pm - 3:50 pm Steve Harty

SPEC 13 (W) Cooking for the Real World

Cross-listings: PHYS 15 SPEC 13

Secondary Cross-listing

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You'll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac 'n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: *Kitchen Confidential*, by Anthony Bourdain, *The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs*, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

Class Format: MWF 3-5:30pm

Requirements/Evaluation: daily journal and a final cooking demonstration

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: limited to juniors and seniors but would like an email from the students applying on what food means to them

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 15 SPEC 13

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWR 4:00 pm - 6:30 pm PORG 4:00 pm - 6:30 pm CJ Hazell

SPEC 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy

Cross-listings: SPEC 15 MATH 15

Secondary Cross-listing

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

Class Format: mornings

Requirements/Evaluation: 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

Extra Info: the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

Grading: pass/fail only

Materials/Lab Fee: \$20 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 15 MATH 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Jenna L. Turek

SPEC 18 (W) Call In Walk In training for Peer Health

Cross-listings: PSYC 18 SPEC 18

Primary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

Class Format: mornings

Requirements/Evaluation: final project

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 18 SPEC 18

Winter 2019

LEC Section: 01 M-F 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Laini Sporbert

SPEC 19 (W) Healthcare Internships

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which healthcare is delivered. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions (3) will focus on "substance abuse" as a thematic construct for the discussion of related chronic and acute conditions frequently encountered in clinical and social/behavioral contexts. The thematic focus on substance abuse will allow students to reflect on their clinical experiences across a wide range of clinical specialties and also to engage in discussion of a public health crisis affecting quality of life across the lifespans of Berkshires residents. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions. Students will also demonstrate an enhanced awareness of the systems through which medical care is delivered and the challenges of health care delivery within a rural community. Students will

also be expected to reflect on their clinical experiences through didactic sessions and case presentations, as well as in a final paper. Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

Class Format: Students are shadowing healthcare providers for 20-25 hours per week.

Requirements/Evaluation: 10-page paper

Prerequisites: must be at least a sophomore, on the "premedical" track, and in good standing

Enrollment Limit: 30-35

Enrollment Preferences: seniors have preference

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Barbara K. Fuller

SPEC 21 (W) Experience the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Students will be required to read one of two books selected for this course. There will also be reading selected from such works as *What Should I do with My Life?* by Po Bronson, 2003 and *Working* by Studs Terkel, 2004. Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific internships listed in the SPEC 21 syllabus. Application are submitted via Handshake.

Class Format: At least 30 hours per week, 5 days per week, 6 hours per day

Requirements/Evaluation: completion of readings, daily journal, and a 5- to 7-page expository review and evaluation that will become public record as a resource for other students

Prerequisites: qualifications for internships

Enrollment Preferences: placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Outdoor Emergency Care

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately

18 hours of outdoor training in Ski Patrol rescue techniques. Specifically, the course teaches how to recognize and provide emergency medical care for: Wounds and Burns; Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion); Musculoskeletal Trauma (e.g., breaks, sprains, etc.); Shock, Respiratory, Poisoning, Substance abuse emergencies; Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. Attendance at all classes is mandatory. The course is limited to 16 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Thomas Feist ('85) is a 35-year ski patroller, certified OEC Instructor and Instructor Trainer. He has taught chemistry at Williams College and served as acting director of the Williams Outing Club in 1990-91.

Class Format: mornings

Requirements/Evaluation: final written and practical exam

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: ski/snowboard interest and ability as well as prior first aid experience

Grading: pass/fail only

Materials/Lab Fee: \$175 plus cost of textbook (~\$100)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Thomas P. Feist

SPEC 23 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change

Liberal Arts for Epic Challenges is an introduction to the techniques of design thinking to help liberal arts students gain the necessary skills and confidence to tackle complex social and economic problems: attention to the human dimensions of problems and solutions, creative confidence, risk taking, learning from failure, effective collaboration, and story-telling. Design thinking has become an increasingly prevalent approach in encouraging innovative solutions among start-ups, corporations repositioning themselves, government agencies seeking to improve their citizen services, and NGOs addressing major social problems like rural health care. This winter study course will expose students to the tools of design thinking and then will take on several challenges selected by the students. Students will undertake the research phase in Williamstown, then go to the IBM Design Studio in Austin, Texas (or a similar consulting firm design lab) for the ideation phase in collaboration with designers at IBM and Watson, using the same facilities that IBM design thinkers use. Solving truly difficult problems facing society in the 21st century requires a purposeful approach that draws on a full range of the experiences and perspectives of those who have studied the liberal arts. Only with the advantage of those with an understanding of the social sciences, physical sciences, arts, and humanities provide a sensitivity to both the dimensions of difficult problems and how to address them for human-centered solutions. There will be two 3 hours workshops in the afternoons when in Williamstown, All day in the Design Studio in Austin for 3 days. Light reading, but necessary team meetings between classes.

Class Format: travel

Requirements/Evaluation: based on observation of active constructive participation in team efforts and evaluating a final team presentation for relevance,

Extra Info: sensitivity to human-centered concerns, completeness, effective communication, and realistic probability of success, all of which will be documented in an electronic field journal

Prerequisites: interested students must attend an informational meeting and submit a short essay about their interest in the course

Enrollment Limit: 10

Enrollment Preferences: none; not open to first-year students

Grading: pass/fail only

Materials/Lab Fee: \$2600

Attributes: TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Ric Grefé

SPEC 24 (W) Transformative Moments in the Education of a Preschool Child

This course will provide an opportunity for immersion in the life of a preschool community in the Bronx. Future of America Learning Center (FALC) is a nationally-accredited program that is recognized for its quality and standard of excellence in the field of Early Childhood Education. Students from varied educational institutions, teachers and instructional coaches are recommended by the Department of Education to visit FALC's classrooms to observe, experience and learn about the Plant-a-Dream curriculum. Winter Study students will actively participate in the daily classroom activities with the children in order to develop a sense of best practices in Early Childhood Education. Students will live with families whose children are in the program, in the model of Gaudino's experiential learning, to access a deeper sense of context and a better understanding of the issues facing children and families from this community. Opportunities for dialogue between families, staff, and students, will also be central to the learning experience. Furthermore, our mentors will guide students in robust self-reflection, as well as inquiry into the environment in which they are immersed, and the personal meaning derived from these experiences. More information about FALC and the course mentors can be found at <https://goo.gl/PEJsoq>.

Requirements/Evaluation: 5-page summary paper, daily journal

Prerequisites: none

Enrollment Limit: 4

Enrollment Preferences: by interview

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Randall S Thomas

SPEC 25 (W) Williams in Georgia

Cross-listings: RUSS 25 SPEC 25

Secondary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$2785

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 25 (D1) SPEC 25 (D1)

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Vladimir Ivantsov

SPEC 26 (W) Field Work in a Bay Area Start-Up

This course is designed to give students insight into how technology start-ups work and well as a chance to practice their problem-solving skills and gain deeper insight into the customer discovery process. The course will start in Williamstown with a review of idea development tools used in today's start-up environment, particularly those pioneered by Stanford d.School such as the Lean Start-up method, Business Model Canvas and Design Thinking. Reading will include *The Lean Start-up* by Eric Ries, *Zero to One* by Peter Thiel and Edward deBono's *Thinking Course* as well as articles and podcasts. The class will be split into three teams of four students and paired with a Bay Area start-up looking to enter a new market, a new customer segment or are considering certain product modifications. The student teams will work on identifying customer needs, qualifying customer feedback and making recommendations to management. The class will tap into the strong Bay Area alumni network which will allow for visits to several different start-ups and fast-growing tech companies and compare how they approach their markets. The final project will be a ten-minute presentation to management. Student should submit a short statement of why they would like to participate and what they expect to learn. Adjunct Instructor Bio: Entrepreneur-in-Residence at Williams.

Class Format: travel

Requirements/Evaluation: 5-page paper; final project; short summaries of customer interactions

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students with a demonstrated interest in entrepreneurship

Grading: pass/fail only

Materials/Lab Fee: \$2,800

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Social Justice, Activism, and Advocacy in New York City

This 2019 Winter Study course examines social justice advocacy and activism in New York City's nonprofit organizations, churches, and private and public universities. The focus is on antiviolenace and human rights initiatives based in New York City's institutions that shape the perspectives not only of the city but influence debates about democratic values and political perspectives throughout the nation and the world. Students would work with non-profit and advocacy organizations such as the Social Justice Committee of Trinity Luther Church (TLC) Immigrants Rights Coalition; and ConnectNYC, a Harlem-based non-profit that works city-wide to end domestic, social, and religious violence. For three weeks in the city students would attend forums on social justice, anti-racism/feminist/lgbtq rights at Barnard; Columbia University; City College, and CUNY Graduate Center. The three weeks in NYC focus on three overlapping themes central to social justice advocacy: domestic/family safety; community values in policing and citizen's and prisoners' rights; immigration and human rights.

Class Format: travel

Requirements/Evaluation: daily journal; volunteer with one of the participating non-profits to assist in digital or community outreach and organizing for 3-4 hours daily;

Extra Info: attend a weekly educational event(s) at city universities or nonprofits; attend a mini-seminar to discuss readings and experiential learning;

Extra Info 2: write a 10-page analytical paper at the conclusion of the winter study evaluating political trends in each of the three areas; attend a community council meeting at the 24th Precinct in Manhattan (West 100th St.).

Prerequisites: not open to first-year students

Enrollment Limit: 4

Enrollment Preferences: interview with the instructor

Grading: pass/fail only

Materials/Lab Fee: \$2750

Attributes: TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Joy A. James

SPEC 28 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship

Requirements/Evaluation: Evaluation will be based on a journal and a 5-page paper

Prerequisites: prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$400

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TBA Tracy Finnegan

SPEC 29 (W) The "Television" Industry: Legal, Business and Policy Issues in the Distribution of Video Content

This course will explore how video content is distributed in the United States and examine how a business deal to do so may actually take shape. Topics may include the history of television, various business models used to distribute video content to consumers, governmental policy and regulatory impacts on the television business, contract law and its application to video content distribution, and negotiation theory and practice. Students will explore the various ways video content is distributed, how content owners and distributors make money, the relationship between content ownership and distribution, and how the industry is changing. The course will provide students with a basic introduction to contract law and explore a video content distribution agreement in detail. Students will be expected to read articles from the trade press on a daily basis, lead and participate in class discussions, debates and negotiation case studies, analyze legal opinions, read and dissect a video distribution agreement, and, yes, watch "television." The class will culminate in students working in teams to negotiate and draft a video distribution agreement. Class is expected to meet for 6-8 hours per week. Adjunct Instructor Bio: Robert Goldstein has practiced law for over twenty years, the most recent fifteen of which have been in the television industry. He has been the General Counsel for a privately-held telecommunications venture, worked in-house at a Fortune 500 media company, and represented a wide range of communications companies in various stages of development.

Class Format: two consecutive midweek class days

Requirements/Evaluation: final project; class participation

Prerequisites: students will be asked to write 1-2 sentences about why they want to take the class

Enrollment Limit: 10

Grading: pass/fail only

Materials/Lab Fee: none

Winter 2019

LEC Section: 01 WR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Bob Goldstein, Debbie Goldstein

SPEC 35 (W) Making Pottery on the Potter's Wheel

Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill--archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you to learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel. Woven into pottery making demonstrations will be presentations, in response to student interest, on various topics relating to the science and history of pottery making. Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The eleventh meeting will be devoted to glazing your biscuit pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project positive-orientation critique" in the studio of your finished work. Adjunct Instructor Bio: Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

Class Format: mornings, 9am-12pm; plus 1 afternoon powerpoint slide presentation, and 1 final 1-hour critique session early in the spring semester at times to be arranged

Requirements/Evaluation: attendance at all class sessions and enthusiasm for learning the craft of pottery making

Prerequisites: none

Enrollment Limit: 9

Enrollment Preferences: discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: \$385

Distributions: (D1)

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 M-F 9:00 am - 12:00 pm Ray Bub

SPEC 39 (W) Composing A Life: Finding Success and Balance in Life After Williams

"Composing a Life:" Finding Success and Balance in Life After Williams Description: To be at Williams you have experience as a successful student, but how do you learn to be successful in life? How will you define success in both your personal life and in your career? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer students an opportunity for self-reflection, as well as to examine and define their beliefs, values, and assumptions about their future personal and professional lives; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises. Adjunct Instructor Bio: Geraldine Shen '01 is a former management consultant, development officer, curriculum coordinator, and admissions officer who currently leads a community non-profit organization in Williamstown. Adjunct Co-Instructor Bio:

Joe Bergeron '01 is a technology consultant, entrepreneur, and software developer.

Class Format: mornings

Requirements/Evaluation: regular attendance, class participation, field interview, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference to juniors and seniors

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: No divisional credit

Winter 2019

LEC Section: 01 MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Joe Bergeron, Geraldine Y. Shen

SPEC 99 (W) Independent Study: Special

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: No divisional credit

Winter 2019

IND Section: 01

STAT 12 (W) writing sample and brief application

Cross-listings: STAT 12 MUS 12

Primary Cross-listing

The Sacred Harp is a tunebook, a style, a community, and a tradition. One of the most distinctly American forms of music, with a continuous tradition dating back over 150 years, shape-note music continues to be sung in amateur communities around the country-and increasingly, the world. In the reading portion of the course, we will study the history and current culture of shape-note singing. We will discuss issues of tradition and community, including shifts and tensions with respect to geographical region, religious affiliation, and race. Meanwhile, we will engage in the actual practice of shape-note singing. For those with little formal training in music, this will include a quick introduction in the basics of music, but it will also highlight unique aspects of the Sacred Harp style in comparison to Western classical music, including the four-shape system of solfège. In addition to singing in class, we will visit one of the regular weekly singings in Northampton (mandatory). For the final project, students will have the opportunity to write a paper analyzing the tradition or stylistic aspects of the music; to write one or more tunes and compare them stylistically to those found in *The Sacred Harp*; or to undertake a quantitative analysis of the tunebook's music and its use in recorded singings. Assignments throughout the course will include smaller versions of these varied options, including short composition exercises and responses to the readings. Adjunct Instructor Bio: Micah Walter received his A.M. in Music from Harvard University and his B.A. in Music and Linguistics from Haverford College. He is interested particularly in non-performative forms of music, and the impact music and community have on each other. He feels strongly that all people, regardless of training, should be able to participate in music-making in a fulfilling way. An active Sacred Harp singer, he has attended all-day singings and conventions in seven states and written over thirty tunes.

Requirements/Evaluation: 10-page paper; final project; musical composition with commentary

Prerequisites: some previous singing or music-reading experience helpful

Enrollment Limit: 30

Enrollment Preferences: seniority

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

STAT 12 MUS 12

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

STAT 30 (W) Senior Project: Statistics

To be taken by candidates for honors in Statistics other than by thesis route.

Class Format: senior project

Grading: pass/fail only

Winter 2019

HON Section: 01 TBA Susan R. Loepp

STAT 31 (W) Senior Honors Thesis

Statistics senior honors thesis.

Class Format: thesis

Grading: pass/fail only

Distributions: (D3)

Winter 2019

HON Section: 01 TBA Laurie L. Tupper

STAT 99 (W) Indep Study: Statistics

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D3)

Winter 2019

IND Section: 01 TBA Susan R. Loepp

THEA 14 (W) Classic and Contemporary Musical Theater

Cross-listings: THEA 14 MUS 14

Secondary Cross-listing

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus--now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing. Adjunct Instructor Bio: Keith Kibler has performed under some of the finest

directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at kkibler@williams.edu.

Class Format: afternoons

Requirements/Evaluation: a student may fulfill the requirements of the course by performing challenging numbers from the great American songbook in the final class public performance

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: the instructor will communicate with those wishing to register either in person or via email

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 14 MUS 14

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 MWF 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Keith E. Kibler

THEA 15 (W) Shadow Puppetry

Cross-listings: ARTS 15 THEA 15

Primary Cross-listing

The ancient art of shadow puppetry has seen a resurgence in contemporary art and theater. William Kentridge writes, "It is in the very limitations of shadows that we learn...It is in the gap between the object and its representation that the image emerges, the gap we fill in." In this course, students will explore a range of techniques in shadow theater and build towards a culminating performance. We will survey the history of the form, from Asian traditions such as wayang kulit, through Victorian shadow plays, to the uses of shadow by contemporary theater makers and artists (e.g. William Kentridge, Kara Walker). Shadow puppeteer Karen Zasloff and visiting artists will guide students in creating shadow imagery from flat cutouts, sculpted objects and their bodies, and choreographing scenes on a classroom overhead projector and translucent screen. In small groups, we will interpret excerpts of prose and poetry through these handmade projections, exploring relationships among text, image sequences and music, culminating in a public performance. We will meet three times/week for three-hour sessions, with additional supervised lab and rehearsal periods according to our needs. Some basic equipment will be supplied, but students will be expected to purchase some of the materials. Adjunct Instructor Bio: Karen Zasloff has created performances in the US and abroad with shadows, toy theater, giant puppets and video, on themes of political violence and the unconscious. She has performed in NY at PS1, Saint Ann's Warehouse, National Sawdust, PS122 and Here Arts Center, and for 20 years with the Bread and Puppet Theater. Her drawings feature in "Banished", which premiered at Sundance 2007. Recent projects focus on Rwanda and South Africa, including a Fulbright with the Handspring Puppet Company.

Requirements/Evaluation: short presentations and works in progress

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to submit a letter of interest

Grading: pass/fail only

Materials/Lab Fee: \$215

This course is cross-listed and the prefixes carry the following divisional credit:

ARTS 15 THEA 15

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 Cancelled

THEA 20 (W) Performing Self-Portraiture in the Age of Instagram

Cross-listings: THEA 20 WGSS 20 ARTS 20

Primary Cross-listing

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacolby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 20 WGSS 20 ARTS 20

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kameron B. Neal

THEA 30 (W) Senior Production: Theatre

Theatre senior production.

Class Format: senior project

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Amy S. Holzapfel

THEA 31 (W) Senior Thesis: Theatre

Theatre senior thesis.

Class Format: thesis

Grading: pass/fail only

Distributions: (D1)

Winter 2019

HON Section: 01 TBA Amy S. Holzapfel

THEA 32 (W) Senior Honors Thesis: Theatre

Class Format: independent study

Grading: pass/fail only

Winter 2019

HON Section: 01 TBA Amy S. Holzapfel

THEA 99 (W) Independent Study: Theatre

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D1)

Winter 2019

IND Section: 01 TBA Amy S. Holzapfel

WGSS 11 (W) Queer Russia

Cross-listings: COMP 11 RUSS 11 WGSS 11

Secondary Cross-listing

A 2013 law banning "homosexual propaganda" represents the latest in a long series of efforts by the Russian state to erase the existence and experience of its LGBTQ citizens. This course will explore Russia's suppressed queer archive from the imperial, Soviet, and post-Soviet eras, focusing on the vibrant literature, art, and film about LGBTQ Russians. We will examine works produced by and about queer Russians in an attempt to understand distinctly Russian notions of gender and sexual identity, as well as how LGBTQ Russians have formed their own identity within the country's evolving gender regime. Our survey will include works of fiction, poetry, visual art, and film from before and after the Bolshevik revolution, Stalinism and its aftermath, and the post-Soviet era. Throughout our discussions, we will work towards an alternative cultural history of Russia that will allow us to determine how and why the country's queer citizens have become the despised Other under Putin. Knowledge of Russian is not required. All readings will be in English, and all films will include English subtitles.

Class Format: afternoons

Requirements/Evaluation: completion of reading and viewing assignments, attendance in class, active participation in discussions, and completion of a collaborative project with other members of the class

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: preference to Comparative Literature, Russian, and Women's, Gender, and Sexuality Studies majors

Grading: pass/fail only

Materials/Lab Fee: \$10 plus cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 11 RUSS 11 WGSS 11

Winter 2019

LEC Section: 01 MTR 1:00 pm - 2:50 pm PORG 1:00 pm - 2:50 pm Julie A. Cassidy

WGSS 15 (W) Plato's Symposium and Its Afterlife

Cross-listings: COMP 15 PHIL 15 WGSS 15 CLAS 15

Secondary Cross-listing

Plato's *Symposium* commemorates a gathering held at the home of the poet Agathon of Athens, in 416 BCE, shortly after his first victory in the tragedy contest. The attendees of Agathon's drinking party agree to dedicate their evening to delivering speeches in praise of love (*eros/Eros*). This dialogue has long been one of Plato's most widely appreciated works and its influence has ranged far beyond the purview of academic philosophy. We will read and analyze the dialogue itself, then turn to an eclectic array of works inspired by the *Symposium* to study its artistic and philosophical "afterlife."

Class Format: mornings

Requirements/Evaluation: 5-page paper and an in-class presentation of independent research

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: preference given to majors or intending majors in Classics, Comparative Literature, WGSS, or Philosophy

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 15 PHIL 15 WGSS 15 CLAS 15

Winter 2019

LEC Section: 01 Cancelled

WGSS 17 (W) Girl Meets World: Films from 5 Continents

Cross-listings: WGSS 17 PSCI 18

Secondary Cross-listing

This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls' own curiosity and ambition, their resourcefulness in the face of poverty and exploitation, resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls' rights through international conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States. Readings to be completed outside of class time include children's books, young adult fiction, and international human rights documents.

Class Format: afternoons

Requirements/Evaluation: active class participation and either 3 policy memos (3-4 pages each) or one 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to Political Science and WGSS majors

Grading: pass/fail only

Materials/Lab Fee: cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 17 PSCI 18

Winter 2019

LEC Section: 01 MTW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Nimu Njoya

WGSS 18 (W) "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response

Cross-listings: WGSS 18 PHLH 18

Primary Cross-listing

Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response

to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and attendance at talks. Adjunct Instructor Bio: Meg Bossong '05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

Requirements/Evaluation: a 10-page final paper, along with Glo reflections

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 18 PHLH 18

Winter 2019

LEC Section: 01 MW 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm Meg Bossong

WGSS 20 (W) Performing Self-Portraiture in the Age of Instagram

Cross-listings: THEA 20 WGSS 20 ARTS 20

Secondary Cross-listing

What does it mean to represent your own body? How do we craft compelling performances of self in a social media marketplace that treats our bodies as currency? In this studio course, we look at the lineage of the self-portrait and the role it plays in the creation of our personal mythologies. We will consider the work of Frida Kahlo, Cindy Sherman, Carrie Mae Weems, Jacolby Satterwhite, Kim Kardashian West and others. How have artists, now and in the past, turned the camera on themselves? Is it possible to subvert the gendered and racialized gaze? Students will create their own kinetic self-portraits, exploring forms such as looping video, gifs, stop-motion, and animation. Adjunct Instructor Bio: Kameron Neal is a queer Black video artist and performance-maker based in NYC. His work has been seen and developed at Ars Nova, BAM, La MaMa, New York Theatre Workshop, Soho Rep., Digital Graffiti Festival, Vox Populi and Yale's Center for Contemporary Arts and Media. Kameron has also designed campaigns for The Public Theater, Joe's Pub, Under the Radar Festival, and Shakespeare in the Park, with the creative direction of Pentagram partner, Paula Scher.

Class Format: afternoons

Requirements/Evaluation: final performance

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected by submitting a brief statement of interest

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 20 WGSS 20 ARTS 20

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01 TW 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Kameron B. Neal

WGSS 25 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment

This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health--especially HIV and AIDS--women's rights, and economic empowerment, including through cooperatives. We will build on

established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture with a female Prime Minister where women have created and continue to build cooperatively owned enterprises, a West African country that has consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

Requirements: Before we leave campus, each student will choose a particular focus for the trip, and do preliminary research to inform their visit—including comparative material about the US. Upon our return to campus we will meet to discuss our findings, and students will write 10-page papers drawing upon existing research as well as our conversations and experiences in Senegal.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; not open to first-year students

Enrollment Limit: 6

Enrollment Preferences: preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment

Grading: pass/fail only

Materials/Lab Fee: \$3,892

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Kiaran Honderich

WGSS 31 (W) Senior Thesis: Women's and Gender Studies

See description of Degree with Honors in Women's, Gender and Sexuality Studies.

Class Format: thesis

Grading: pass/fail only

Distributions: (D2)

Winter 2019

HON Section: 01 TBA Alison A. Case

Winter Study Specials

SPEC, short for Specials, are courses with topics that are outside our academic department areas of study OR are being sponsored by the Winter Study Committee.

SPEC 99 (W) Independent Study: Special

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01

Winter Study -----

SPEC 10 (W) Counseling Skills Intensive

Whether you want to better support your friends, be more effective as a leader, or pursue a career in the helping professions, good listening and communication skills are essential. This course will prepare you to be a better listener and a more effective, confident communicator. You will learn techniques that help put others at ease while you learn and practice active listening over a variety of topical areas that increase in intensity as we learn and build trust as a group. We will also address what is needed in more charged, personal or urgent situations, exploring our limits, values and responsibilities. You will learn to communicate skillfully about sensitive issues, support others with different experiences/identities than your own, and find your own style in a helping role. Besides improving self-awareness and interpersonal self-confidence, students have found this training applicable to subsequent leadership roles in campus life and beyond. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings and out-of-class assignments designed to deepen your understanding and practice of communication, connection and basic counseling skills. Adjunct Instructor Bio: Karen Theiling is a licensed mental health counselor at Integrative Wellbeing Services and has worked at Williams in this capacity for about 20 years. Though she loves the work of psychotherapy, she is passionate about opportunities to teach students to be more skillful in their lives through teaching, trainings, outreach, and group experiences. Adjunct Instructor Bio: Laini Sporbert is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: reverse seniority: preference given to 1st yrs, etc

Grading: pass/fail only

Winter 2020

LEC Section: 01 MR 1:00 pm - 3:50 pm Karen M. Theiling, Laini Sporbert

SPEC 11 (W) Climate Justice & Audio Storytelling: Podcasting Climate Change, Equity, and a Sustainable Future

How do issues of climate change and equity intersect? While we've heard that climate change disproportionately affects vulnerable and marginalized communities, what does that look like, how do those inequities pile up, and what are the avenues of resistance and progress? In this course, students

will explore the links between environmental justice and climate justice first in class and then in conversation with members, various communities impacted by climate change and societal inequities, and then weave these stories into compelling audio stories. Students will research climate change impacts and the related inequities in a community with which they have a personal relationship (such as their home community or the greater Northern Berkshires) and conduct interviews with people who can speak from personal experience about how climate change has affected their community and the justice implications. Students will learn interviewing, storytelling, and podcasting best practices in order to gather intriguing stories and to weave those interviews into compelling audio stories that are both rich in content and in sound. Guiding questions will include: How does one tell a story in a way that is universal or at least relevant to one's intended audience? What are the opportunities to enhance storytelling by using an audio format as the medium? How does one tell a story that honors and doesn't exploit interviewees' experiences. Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to iTunes and other places where you get your music and podcasts. Assignments will involve listening to and critically analyzing podcasts, writing, editing, and giving positive and constructive feedback to peers. Our time together will be a combination of learning about climate justice, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers. Adjunct Instructor Bio: Mike Evans is the Assistant Director of the Zilkha Center for Environmental Initiatives at Williams College where he delves into issues of sustainable food, waste diversion, the built environment, and equity and justice. Prior to his time at Williams, he worked in the nonprofit world--in Boston, Austin, and Salt Lake City--at organizations focusing on food security, youth development, sustainable agriculture, urban farming, and food justice.

Requirements/Evaluation: participation and a final project audiostory

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020

LEC Section: 01 Cancelled

SPEC 12 (W) Introduction to Advertising and Creativity

First offered in 2019, this course is an introduction to the field of advertising with a special emphasis on creativity. Topics include the nature of brands; how they are created and sustained in today's consumer, media and technology environments; how brands are positioned (and repositioned); how agencies are organized; the role of big ideas in leading brands to success; what distinguishes an effective ad from an ineffective one?; and the vital and powerful importance of creativity in connecting with audiences on multiple platforms. The course will be of interest to students considering a future in advertising, marketing or journalism--but also to anyone curious about the pervasive influence of marketing communications in culture, style and politics. Classes are a combination of lecture and the presentation of short team projects in which students collaborate to research and analyze ads and other communications related to the topic of the day. Final projects include developing and presenting an original ad and a deep dive into a single brand across all media. There will be two, three-hour classes per week. Out-of-class work will include readings, a short reflective final paper and team research projects examining advertising on assigned topics. Adjunct Instructor Bio: Steve Harty '73 worked in advertising for 30 years. Along the way he served major clients like JetBlue, American Express, Ally Bank, Mercedes-Benz, Miller Lite and AT&T working for agencies such as Ogilvy, Lowe and BBH in addition to co-founding Merkley Newman Harty. He is now a strategy consultant and Executive-in-Residence at Columbia Business School. For Williams, Steve is president of his class and a trustee emeritus.

Requirements/Evaluation: short paper and final project or presentation; each student will develop and present a script for an original ad

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a mix of students from all class years and backgrounds is the goal

Grading: pass/fail only

Materials/Lab Fee: approximately \$30 for books

Winter 2020

LEC Section: 01 T 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm Steve Harty

SPEC 13 (W) Reality Real Estate

Cross-listings: MATH 13 SPEC 13

Secondary Cross-listing

Is the reality of real estate the way it looks on TV? Learn about buying and selling, real estate investments, mortgages, renovation, construction, and design. Class will meet Monday, Tuesday, and Wednesday afternoons. Students will learn about each of the topics above, and have the opportunity to do a final project on a real estate topic of their choice, from architecture to designing their dream home to proposing a successful real estate investment to on-site construction work. Guest lecture(s) by experts in the field. The instructor Allison Pacelli is a licensed MA real estate agent, and co-owner of a design and renovation business that renovates investment properties as well as clients' homes.

Requirements/Evaluation: final project, equivalent to a 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$80 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

MATH 13 SPEC 13

Winter 2020

LEC Section: 01 Cancelled

SPEC 14 (W) Race, Education, and Pop Culture

Cross-listings: AMST 14 SPEC 14

Secondary Cross-listing

This course will explore the educational experience of Black students as portrayed in popular culture and compare that to the K-12 and higher education literature that documents and examines the lived experiences of Black students. How accurately do we see the experience of Black students represented in popular culture? What choices or biases might be reflected in these depictions? What might the consumption of these media have on the ways in which people build narratives around the experiences of Black students throughout the American educational system? Potential topics include the experience of students at historically Black colleges and universities (*A Different World, School Daze, The Quad*), experiences in gifted and talented education (*Smart Guy, Akeelah and the Bee, Finding Forrester*), experiences at predominately White institutions (*Higher Learning, Grown-ish, Dear White People*), experiences as student-athletes (*Love and Basketball, Coach Carter*), and experiences in public and public charter schools (*Lean on Mean, The Steve Harvey Show, Dangerous Minds, On My Block, Boston Public, Waiting for Superman, The Lottery*). Students will be expected to choose some popular culture medium and explore how it connects to the literature in a final paper of 10 -12 pages and contribute actively to classroom discussions. Adjunct Instructor Bio: Christopher Sewell is an Associate Dean of the College at Williams College in Williamstown, Massachusetts. His scholarship focuses on studying the experiences of gifted students of color, how schooling and policies around gifted and talented education affect students of color long-term experiences, the ways in which LGBTQ+ gifted students negotiate their academic, racial and sexual identities, and the experiences of Black students at Predominantly White Institutions.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference given to first-years and seniors

Grading: pass/fail only

Materials/Lab Fee: \$25

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 14 SPEC 14

Winter 2020

LEC Section: 01 TR 1:00 pm - 3:50 pm Christopher Sewell

SPEC 15 (W) An Introduction to Spatial Science and GIS

Cross-listings: SPEC 15 ANSO 15

Secondary Cross-listing

Space and place are so ubiquitous in our lived experience that we often fail to take their significance into account when directing and designing scientific research. How do spatial relations (presence/absence, proximity, preference/avoidance) shape natural and cultural phenomena? How do space and place reflect cultural perceptions and practices? How are landscapes and environments engineered to shape individual and social behavior? This intensive course explores the fundamentals of spatial theory and methods, with an emphasis on technical skill, data evaluation, and research design. Through readings, lectures, discussions, and exercises you will be encouraged to think spatially and to apply spatial thinking to your areas of interest. Priority for enrolling in this course will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis. Students who have not taken GEOS 214 have enrollment preference in this course; this course is not a prerequisite for GEOS 214 and students who take this course may also take GEOS 214.

Requirements/Evaluation: combination of class participation, short essays on assigned readings, successful completion of class exercises, and a 10-page research design paper

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Priority will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis; students who have not taken GEOS 214 have preference in this course; this is not a prerequisite for GEOS 214

Grading: pass/fail only

Materials/Lab Fee: approximately \$70 for books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 15 ANSO 15

Winter 2020

LEC Section: 01 Cancelled

SPEC 16 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change

A workshop that will involve learning and applying design thinking techniques to develop creative human-centered solutions to a significant, complex social problem, like loneliness in the community or transforming travel around small towns. The actual topic will be one of several proposed in a global competition from London's Royal Society of Arts; course projects will be submitted against students from around the world in March. Work will occur in two teams; the experience will emphasize techniques for creative confidence, learning to take risks and advance from failures, creative collaboration, and focusing problem solving on human-centered solutions-similar to how innovation is explored in design firms, start-ups, government agencies, and NGOs. The workshop will meet twice a week for 3 hours. There are few readings (mostly manuals on techniques from leading consultancies), but will involve ethnographic research in observing and exploring how real people perceive the problem and solution and team meetings between classes to brainstorm ideas. For more on design thinking, see Williams.edu/designthinking.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: experience, curiosity, interests of students in applying problem solving techniques to complex world problems

Grading: pass/fail only

Winter 2020

LEC Section: 01 TR 10:00 am - 11:50 am Ric Grefé

SPEC 17 (W) Emergent Strategy: Creating Systemic Change from Small to Large

Albert Einstein said "we cannot solve our problems with the same level of thinking that created them," encouraging us to rethink our assumptions and process for instigating change. But what kind of thinking and process should we use to solve our problems? This course will use the guiding principles

of adrienne maree brown's Emergent Strategy to explore how to build the community and the economic, political, social, and interpersonal systems that we want to see in the world. We need not confine ourselves, in defeat, to incremental lifestyle changes because we feel we do not have the power to incite large scale change; rather we will work to embody, through a varied practice of reflection, movement work, conversation, facilitation, and peer-to-peer dialogue and mediation, the world we want to construct. How can we institutionalize justice and sustainability in the place of institutional racism, heteropatriarchy, xenophobia, exploitation etc.? We will explore how systems of oppression shape and intersect with daily habits and community structures even as we build movements to overcome these oppressive systems. For instance how can we challenge our inclination for hierarchical and majority-rules group governance, or how do we create and maintain boundaries for working relationships that effectively disrupt implicit biases and inherent power imbalances? The course will meet frequently with practitioners, educators, and researchers who are doing movement building work. Students will learn facilitation skills and use systems theory throughout course discussions in order to address challenging topics that they identify. This course relies on numerous perspectives from readings, audio stories, and in-person/video conversations with movement builders from on campus and across the Northeast. Adjunct Instructor Bio: Caroline Bruno is the Sustainability Coordinator at the Zilkha Center for Environmental Initiatives and works to incite and connect conversations across campus about enacting social change, meaningful community involvement, environmental justice and sustainability.

Requirements/Evaluation: the course will focus heavily on personal reflection and active participation, including a final reflection paper and an outline for a teach-in/session created by the class to be presented at Claiming Williams Day 2020 and other points throughout the end of Winter Study and/or Spring Semester

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to write 1-2 paragraphs explaining their interest in the course; preference will go to students demonstrating passion and nuanced thinking related to the subject matter

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020

LEC Section: 01 TWR 1:00 pm - 2:50 pm Caroline Bruno

SPEC 18 (W) Peer Health Call In Walk In Training

Cross-listings: PSYC 18 SPEC 18

Primary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies. Adjunct Instructor Bio: Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: current members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 18 SPEC 18

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Laini Sporbert

SPEC 19 (W) Healthcare Internships

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions, as well as to learn about the systems within which health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.

Requirements/Evaluation: 10-page paper

Prerequisites: not open to first-years

Enrollment Preferences: grade level and potential as applicant to professional programs

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 T 6:00 pm - 8:00 pm Rebecca Counter

SPEC 20 (W) The Writing Process: from Inquiry to Essay

In a perfect world, we all have a fully-developed, time-proven writing process. It's the approach that you read about in well-intended books on effective writing and that professors occasionally recommend, where you start an essay well before the deadline, progressing thoughtfully and methodically toward a completed essay that is thoughtful, effective, and on time. But for most of us, the reality falls well short of that ideal. We procrastinate, stress out, glare at the empty computer screen, and ultimately rush at the last minute to crank out something that hopefully fulfills the assignment. In fact, for many, this is the only way essays get written. This course provides an opportunity for you to develop a better approach to writing assignments: one where completing an essay is less about a looming deadline and more about the meaningful exploration and masterful articulation of your ideas. Each class meeting will be a writing workshop guided by prompts that will navigate you through the cumulative process of composing a single essay. You'll leave the course with a fresh outlook on the real purpose of academic writing and new methods for approaching essay assignment in your classes. Whether you're a first-year student still getting a feel for college writing or senior finally hoping to make writing more manageable, this course will help you develop the writing process that works for you. Topics covered will include: * attending to the writing assignment * finding a meaningful topic * developing an effective argument * incorporating research * determining structure and organization * understanding voice and style * appreciating the impact of audience

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: preference will be given to first-year students

Grading: pass/fail only

Materials/Lab Fee: approximately \$25 for books

Winter 2020

LEC Section: 01 TW 1:00 pm - 3:50 pm Cancelled

SPEC 21 (W) Experience in the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical component of the decision to enter a profession. Through these field placements, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the

workplace. In order to participate in this course, students must apply to the winter study internships listed in this syllabus. The expectation is that each student will observe and participate in some aspect of the profession for at least 30 hours per week, 6 hours per day for 5 days each week. It is also expected that the instructor will assign a specific project to be completed within the 3-4 week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization, and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Teaching Associates: Williams College Alumni/Parents will be recruited to become teaching associates for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course instructor in person or via telephone conference. Students will be required to read one of two books selected for this course. Bibliography: a bibliography of readings would be selected from such works as: *What Should I do with My Life?* by Po Bronson, 2003; *Working* by Studs Terkel, 2004.

Requirements/Evaluation: it is expected that students will complete assigned readings (read one of two books assigned to this course), write a daily journal, and write a 5- to 7-page expository review; evaluation will become public record as a resource for other students

Prerequisites: interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific WS internships listed in the SPEC 21 syllabus; application are submitted via Handshake

Enrollment Preferences: 1st priority--students applying for winter study internships listed in the SPEC 21 syllabus; 2nd priority--students developing independent Internships with Williams alumni/parents; first-years limited to applying for local internships

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Secondary Cross-listing

The course will develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon: 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development 2. CPR for the Professional Rescuer 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques Specifically, the course teaches how to recognize and provide emergency medical care for: - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, sprains, etc.) - Shock, Respiratory, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. *Attendance at all classes is mandatory.* The course is limited to 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Materials/Lab Fee: \$180 and approximately \$110 for books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Thomas P. Feist

SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship

Requirements/Evaluation: Evaluation will be based on a journal and a 5-page paper

Prerequisites: prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$400

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Tracy Finnegan

SPEC 25 (W) Williams in Georgia

Cross-listings: SPEC 25 RUSS 25

Secondary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Grading: pass/fail only

Materials/Lab Fee: \$2,922

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Vladimir Ivantsov

SPEC 26 (W) Essentials for Entrepreneurship: An Immersion In the San Francisco Start-Up Culture

Interested in Entrepreneurship and seeing first-hand what it takes to launch a venture? Visit over ten startups in the Bay area to find out! This course is designed to give students interested in Entrepreneurship in-depth insight into the Customer Discovery process, i.e. how startups figure out if their ideas are worth pursuing. We will meet with the founders of 10-15 start-ups in the Bay Area and track their professional and personal journeys. We will look at the impact of company culture, the Bay Area ecosystem and values, financing, and how a Liberal Arts background prepares students for the challenges of entrepreneurship. Student teams will have the opportunity to work on an actual project for one or more of the companies to be visited and present their findings to senior management. We will also visit the Google campus and Stanford School While many of the companies will be technology driven, no technical background is needed and we will strive to have a diverse background in the class. The course will start in Williamstown with a review of idea development tools used in today's startup environment, particularly those pioneered by Stanford d.School called the Business Model Canvas. Workshops on Design Thinking and maximizing the Williams network will round out the pre-trip coursework. Reading will include "The Lean Startup" by Eric Ries, "Zero to One" by Peter Thiel and Edward deBono's "Thinking Course" as well as articles and podcasts. Then we will go see what is actually happening in the market! Meeting times: 1/6/20 - 1/14/20 Williamstown. 10am-1pm 1/15/20 travel to San Francisco 1/16/20-1/28/20 San Francisco 10am-5pm or as needed based upon project 1/29/20 Travel back to Williamstown Adjunct Instructor Bio: Tonio Palmer is the Entrepreneur in Residence at Williams. Tonio has had a long career in international business and founded a number of companies. He holds an MBA from Wharton and MA from Upenn as a graduate of the Lauder Institute.

Requirements/Evaluation: final project or presentation

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: preference given to students with a demonstrated interest in entrepreneurship

Grading: pass/fail only

Materials/Lab Fee: \$3,100

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Community Development Health and Education Work Project in Liberia, W. Africa

Interested in a great opportunity to immerse yourself in the culture of West Africa and do some service work at the same time? This course will explore the close historical ties that exist between Liberia, the US and Williams and how NGO's have succeeded and not succeeded. We'll experience rural living in the tropical environment of the interior of Liberia as we work in the River Gee county. Our project will include health care and preparing classes to be presented in the local schools. We will be directed and supported by the Honorable Francis Dopoh,II, CDE class of 2010 who represents this county in the Liberian Congress.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: informational and training meetings with the instructor and some reading of current books on Liberia, eg. "The House at Sugar Beach" by Helene Cooper

Enrollment Limit: 8

Enrollment Preferences: any student interested in this offering will be required to attend an informational meeting and be required to submit a written

statement of purpose as to why they want to participate and what they hope to gain from this experience

Grading: pass/fail only

Materials/Lab Fee: \$3,150

Attributes: TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Scott A. Lewis

SPEC 28 (W) The GYROKINESIS® Movement Method

Cross-listings: DANC 16 SPEC 28

Primary Cross-listing

The Gyrokinesis Method is an original and unique movement practice, which has roots in Yoga, Tai Chi, gymnastics, dance and swimming. This method gently works the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion and creating functional strength through rhythmic, flowing movement sequences performed with corresponding breathing patterns. We will work in a group setting. Students will learn the basic concepts of this movement system, as well as more complex sequences. They will be expected to learn and execute all sequences for Format I. They will be asked to practice between classes. Ultimately, students will be paired up to teach each other, which will increase their understanding of this unique form of exercise. Finally, students will be expected to perform all Format I sequences as a group with music. They will then be qualified to take the Gyrokinesis Pre-training Course. Each student will receive a questionnaire at the beginning of the course and, again, at the end, to understand how their experience has changed their answers and how they can apply this movement system to their everyday life, their sport and, their chosen course of study at Williams. Method of evaluation/requirements: Questionnaire at the beginning and then again at the end of this course, teaching each other, and a final performance as a group. Adjunct Instructor Bio: Patrie Sardo has been a Licensed Gyrotonic & Gyrokinesis Trainer and Pre-Trainer for over 10 years. She owns her own studio in Santa Monica, Ca and is licensed to teach all Gyrotonic Specialty equipment; Archway, Jumping Stretching Board, Leg Extension, and the Gyrotoner.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Dance majors, athletes, seniors

Grading: pass/fail only

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 16 SPEC 28

Winter 2020

LEC Section: 01 Cancelled

SPEC 29 (W) Introductory Photography: People and Places

Cross-listings: SPEC 29 MATH 14

Secondary Cross-listing

This is an introductory course in photography, both color and black & white photography, and using the digital camera. The main themes will be people and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards. Students will be expected to spend a considerable amount of time practicing their own photography outside of class. There will be three required local half-day field trips. Students will also be introduced to Photoshop and Lightroom, and will work on their own images with these programs. In 2010 Adjunct Instructor Bio: Mr. Washburne joined the stable of photographic artists who are represented by the Sun to Moon gallery in Dallas. Since then he has worked exclusively as a fine art photographer concentrating on landscapes, abstracts and street shooting. He also published travel stories alongside his photography in both D Magazine and The Robb Report.

Requirements/Evaluation: class participation, an in-class quiz and a final project

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: e-mail questionnaire

Grading: pass/fail only

Materials/Lab Fee: \$35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

SPEC 29 MATH 14

Winter 2020

LEC Section: 01 MT 10:00 am - 11:15 am R 10:00 am - 11:50 am Dick Washburne

SPEC 30 (W) Emergency Medical Technician Training

This course will prepare students for National Registry of Emergency Medical Technicians (NREMT) certification. Upon successful completion of this course and the Commonwealth of Massachusetts Psychomotor (Practical) Examination students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) computer-based cognitive exam. Please Note: A special pre-enrollment process is required for this course. Please contact the course instructor for further information.

Prerequisites: a special pre-enrollment process is required for this course; please contact the course instructor for further information

Grading: pass/fail only

Winter 2020

LEC Section: 01 TR 10:00 am - 5:00 pm Allisa N. Miller, Rebecca Counter

WOMEN'S, GENDER AND SEXUALITY STUDIES (Div II)

Chair: Lecturer Kieran Honderich

Advisory Committee

- Maria Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Study, American Studies Program
- Kai M. Green, Assistant Professor of Women's, Gender and Sexuality Studies
- Kieran Honderich, Chair and Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Public Health Program
- Vivian L. Huang, Assistant Professor of Women's, Gender, and Sexuality Studies
- Emily R Mitchell-Eaton, Visiting Assistant Professor
- Gregory C. Mitchell, Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
- Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies

Women's, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's, Gender and Sexuality Studies major encourages students' exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the Chair of the Program.

Required Courses

The major consists of at least 9 courses. The following are required:

WGSS 101 Introduction to Women's, Gender and Sexuality Studies

WGSS 202 Foundations in Sexuality Studies

WGSS 400-level Junior/Senior Seminar in Women's, Gender and Sexuality Studies. The seminar explores topics in Women's, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

Courses from at least 3 different disciplinary traditions.

At least 3 courses at the 300-level.

At least 1 course that emphasizes feminist/queer theories and/or methodologies.

At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.

THE DEGREE WITH HONORS

Honors in Women's, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's, Gender and Sexuality Studies Committee. The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's, Gender and Sexuality Studies after the following criteria are met:

In April of the junior year, submission and Women's, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;

In the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

STUDY ABROAD

The Williams College Women's, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women's issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

Antioch College: Comparative Women's Studies in Europe fall semester

Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester

School for International Training: The Balkans: Women and Democratization, fall or spring semester

Jamaica: Gender and Development, fall or spring semester

Mali: Gender and Development, fall or spring semester

The Netherlands: Identity, Gender and Sexuality, fall or spring semester

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. Depends on the level for which the student is seeking major credit (200- vs 300-).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 101 and 402 cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

Class Format: mix of lecture and seminar meetings

Requirements/Evaluation: two short papers, research proposal and final paper; participation

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for the Women's, Gender and Sexuality Studies major

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

SEM Section: 02 TF 2:35 pm - 3:50 pm Kai M. Green

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

SEM Section: 02 MR 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 102 (F) West Africa through Women's Voices (DPE) (WS)

Cross-listings: WGSS 102 HIST 102

Secondary Cross-listing

This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women's popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have

been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

Requirements/Evaluation: discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 102 (D2) HIST 102 (D2)

Writing Skills Notes: Students will write short papers (2 pages) each week in response to a prompt about the assigned reading. Instructor will provide feedback on argument and content for each paper, with suggestions for improvement. Students will also write a 10-page review of a recent novel that integrates historical research. The review project will be broken down into multiple drafts throughout the semester, with feedback provided by the instructor and peers.

Difference, Power, and Equity Notes: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equip students to understand how women in West Africa have understood and responded to structures of power and inequality. Students analyze how historical narratives change when marginalized actors are prioritized.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit

with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

WGSS 119 (S) Asian American Femininities (DPE)

Cross-listings: COMP 119 WGSS 119

Primary Cross-listing

This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Requirements/Evaluation: weekly papers or peer responses

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 119 (D1) WGSS 119 (D2)

Difference, Power, and Equity Notes: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Secondary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

WGSS 138 (S) Spectacular Sex

Cross-listings: WGSS 138 ANTH 138

Primary Cross-listing

From Beyoncé's Super Bowl halftime show to Donald Trump's presidential campaign, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation: weekly response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students; a statement of interest will be solicited from pre-registrants

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Not offered current academic year

WGSS 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

WGSS 154 (S) History of American Feminisms (DPE) (WS)

Cross-listings: HIST 154 WGSS 154

Secondary Cross-listing

This class studies the historical development of feminist movements and ideas in the United States from the women's rights movement in the 19th century to the present. The class will examine how diverse groups of activists organized for and understood the goal of women's and/or gender equality, focusing especially on the ways that race, class, and sexual identity intersected with political demands over time. This is a writing intensive class in which students will have the chance to analyze historical documents, assess scholarly studies of feminism, and conduct original research.

Requirements/Evaluation: participation; three 5-page essays; one longer research paper due at the end of the semester with a research precis, annotated bibliography, and draft due earlier

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 154 (D2) WGSS 154 (D2)

Writing Skills Notes: Three 5-page essays evenly spaced throughout the semester; one longer research paper (10 pages) due at the end of the semester with a research precis, annotated bibliography, and draft due earlier. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Looking historically at the ways that activists have mobilized to address sex-based inequalities and for social justice, this class examines ways that gender identities intersect with race, class, and sexual identity. The course encourages thoughtful discussion about how difference works historically, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)

Cross-listings: WGSS 201 RLFR 202

Secondary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 201 (D2) RLFR 202 (D1)

Not offered current academic year

WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion

Requirements/Evaluation: short papers, possible creative assignments, final essay exam

Prerequisites: none, though WGSS 101 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Vivian L. Huang

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kai M. Green

WGSS 203 (F) Chicana/o Film and Video

Cross-listings: ARTH 203 WGSS 203 LATS 203 AMST 205

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 203 (D2) WGSS 203 (D2) LATS 203 (D2) AMST 205 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not offered current academic year

WGSS 205 (S) Gender and Economics

Cross-listings: ECON 203 WGSS 205

Secondary Cross-listing

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: discussion

Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 203 (D2) WGSS 205 (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

WGSS 207 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings: COMP 236 AFR 205 WGSS 207

Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Love* (2003) and *God Help the Child* (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically

engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 236 (D2) AFR 205 (D2) WGSS 207 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

WGSS 209 (F) Poverty in America

Cross-listings: PSCI 209 WGSS 209

Secondary Cross-listing

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: discussion

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 209 (D2) WGSS 209 (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

WGSS 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212 SCST 212 STS 212 PHIL 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will

range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors or prospective majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212 (D2) SCST 212 (D2) STS 212 (D2) PHIL 212 (D2)

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

Cross-listings: STS 213 WGSS 213 AFR 213 SCST 213

Secondary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

Attributes: AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)

Cross-listings: GBST 213 RUSS 213 WGSS 214 COMP 257

Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 215 (F) Ways of Knowing: Music, Movement, Memory

Cross-listings: THEA 202 AFR 215 WGSS 215 DANC 215

Secondary Cross-listing

This interdisciplinary seminar proceeds from the premise that the body knows. Ongoing colonial modernity is rooted in a racialized hierarchy: the "civilized" life of the mind vs. the "primitive" instincts of the flesh. According to this binary, the body is marked as irrational, sinful, outside of the archive. The body cannot know because the happenings of the body are ephemeral: unlike documents, they don't last. In this course, we will subject this logic to close scrutiny. As performance scholar Diana Taylor asks, "Whose memories, traditions, and claims to history disappear if performance practices lack the staying power to transmit vital knowledge?" In this course, we look to music, movement, and other repertoires as ways of knowing, remembering, and world-making. How does embodied knowledge travel across time and space? How have performance practices served as modes of what Ashinaabe cultural theorist Gerald Vizenor calls "survivance" (survival + resistance) for indigenous, nomadic, queer, and colored communities. Case studies include: the Middle Passage and the syncretic birth of the Blues in the Americas; nomadism, the nation-state, and the migration of Romani music; and the evolution of queer ball culture. Students will engage with a variety of texts (verbal, sonic, visual, kinesthetic) and respond to them critically not only through writing and discussion, but also through their own performance practices.

Requirements/Evaluation: in-class participation, creative/critical responses to texts, final paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Theater majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 202 (D1) AFR 215 (D1) WGSS 215 (D1) DANC 215 (D1)

Not offered current academic year

WGSS 216 (F) Ancient Christianity on Gender and Sexuality: Legacies and Prospects

Cross-listings: REL 213 WGSS 216

Secondary Cross-listing

This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage, and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminist, masculinity, and trans* studies.

Requirements/Evaluation: regular class attendance, active participation in discussions, careful reading of all assigned materials, three 5- to 7-page papers (c. 2000-2300 words)

Prerequisites: none

Enrollment Limit: 16

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 213 (D2) WGSS 216 (D2)

Not offered current academic year

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darius Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

WGSS 219 (S) Women in National Politics

Cross-listings: INTR 219 WGSS 219 PSCI 219

Secondary Cross-listing

This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020

TUT Section: T1 Cancelled

WGSS 222 (S) Women on the Verge

Cross-listings: WGSS 222 RLSP 220

Secondary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: Spanish and Comparative Literature majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 222 (D2) RLSP 220 (D1)

Not offered current academic year

WGSS 224 (S) Sexuality and Seduction in Nineteenth and Twentieth-Century France (DPE)

Cross-listings: WGSS 224 RLFR 224

Secondary Cross-listing

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aureville, Gide, Proust, Colette, Duras, and Guibert.

Requirements/Evaluation: active class participation, two shorter papers, a midterm, and a longer final paper

Prerequisites: exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

Enrollment Limit: 18

Enrollment Preferences: French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission; if the course is overenrolled, students will submit an online form

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 224 (D1) RLFR 224 (D1)

Writing Skills Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Difference, Power, and Equity Notes: As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

Not offered current academic year

WGSS 225 (F) Gender and Sexuality in Asian American Theater

Cross-listings: COMP 218 THEA 225 WGSS 225

Primary Cross-listing

This class begins with the premise that intersectional and interdisciplinary studies of gender and sexuality need to be, and in significant ways already are, in conversation with Asian American studies and theater. How might contemporary Western discourses of masculinity and heterosexuality, for example, depend upon theatrical constructions of Eastern sexual alterity? How have Asian American artists managed and critiqued historically gendered and sexualized stereotypes (e.g., hypersexual Dragon Lady, virginal Lotus Blossom, asexual Charlie Chan) through theatrical intervention? This seminar will closely read dramatic literature written by Asian American artists, as well as engage scholarship in Asian American gender and sexuality studies and performance studies. We will read the work of playwrights including Ayad Akhtar, Ping Chong, Frances Ya-Chu Cowhig, Velina Hasu Houston, David Henry Hwang, Young Jean Lee, Diana Son, Lauren Yee, and Chay Yew.

Requirements/Evaluation: in-class participation, weekly reading responses, midterm reflection, in-class reading, short essay, final essay

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: declared WGSS majors

Expected Class Size: 16

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 218 (D1) THEA 225 (D2) WGSS 225 (D2)

Not offered current academic year

WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 (D2) THEA 226 (D1) DANC 226 (D1) WGSS 226 (D2)

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

WGSS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

WGSS 230 (F) Gender, Sexuality, and Global HIV/AIDS

Cross-listings: WGSS 230 AFR 230

Primary Cross-listing

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums--the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa.

Requirements/Evaluation: two short papers and a research paper; class participation will form part of the grade

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Public Health concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 230 (D2) AFR 230 (D2)

Attributes: PHLH Social Determinants of Health

Not offered current academic year

WGSS 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)

Cross-listings: WGSS 231 ARTH 231

Secondary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point,

the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample chance to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 231 (D1) ARTH 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TR 11:20 am - 12:35 pm Stefanie Solum

WGSS 232 (S) Approaches to Media Studies: Analyzing Mediated Difference

Cross-listings: LATS 231 AMST 231 WGSS 232

Secondary Cross-listing

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hands-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

Class Format: seminar

Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 231 (D2) AMST 231 (D2) WGSS 232 (D2)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 233 (F) Chemical Intimacies (DPE)

Cross-listings: SCST 233 WGSS 233 STS 233 ARTH 243 ENGL 243

Primary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 233 (D2) WGSS 233 (D2) STS 233 (D2) ARTH 243 (D2) ENGL 243 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Not offered current academic year

WGSS 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Cross-listings: STS 235 WGSS 235 SCST 235

Primary Cross-listing

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU's policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 235 (D2) WGSS 235 (D2) SCST 235 (D2)

Difference, Power, and Equity Notes: The course focuses specifically on tools for analyzing the potential differential impacts of sustainable development projects along gender lines.

Not offered current academic year

WGSS 237 (S) Queer Drama (DPE)

Cross-listings: WGSS 237 THEA 240

Secondary Cross-listing

This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: three hours per week

Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 237 (D2) THEA 240 (D1)

Difference, Power, and Equity Notes: This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Not offered current academic year

WGSS 239 (S) History of Sexuality

Cross-listings: GBST 241 REL 241 HIST 292 WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, History, and Women's, Gender and Sexuality Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 241 (D2) REL 241 (D2) HIST 292 (D2) WGSS 239 (D2)

Not offered current academic year

WGSS 240 (F) Performing Masculinity in Global Popular Culture

Cross-listings: WGSS 240 THEA 241 SOC 240 AMST 241 LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 240 (D2) THEA 241 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

WGSS 241 (S) Sex and Gender in Ancient Greece and Rome

Cross-listings: WGSS 241 CLAS 241 COMP 241

Secondary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 241 (D2) CLAS 241 (D1) COMP 241 (D1)

Not offered current academic year

WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: ARAB 242 REL 242 WGSS 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 242 (D2) REL 242 (D2) WGSS 242 (D2)

Difference, Power, and Equity Notes: This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

WGSS 243 (F) Islamic Law: Past and Present

Cross-listings: WGSS 243 ARAB 243 HIST 302 REL 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover

include: ritual piety, family and personal status law, criminal law, and dietary rules.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 243 (D2) ARAB 243 (D2) HIST 302 (D2) REL 243 (D2)

Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

WGSS 244 (F) Actually Existing Alternative Economies (DPE)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Not offered current academic year

WGSS 246 (F)(S) India's Identities: Nation, Community, & Individual

Cross-listings: ASST 246 ANTH 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

WGSS 248 (F) Carmen, 1845 to Now

Cross-listings: WGSS 248 MUS 278

Secondary Cross-listing

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*.

Class Format: after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week

Requirements/Evaluation: each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation

Prerequisites: none; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 248 (D2) MUS 278 (D1)

Not offered current academic year

WGSS 250 (F) Gender, Sexuality and Modern Performance

Cross-listings: THEA 250 ENGL 253 WGSS 250 COMP 247

Secondary Cross-listing

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the *still* understudied role of women in the arts, we will focus primarily on the transsecurialities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250 (D1) ENGL 253 (D1) WGSS 250 (D1) COMP 247 (D1)

Attributes: AMST Arts in Context Electives

Not offered current academic year

WGSS 255 (F) "Disease" in Modern Chinese Literature and Culture

Cross-listings: WGSS 255 CHIN 253 COMP 254

Secondary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures, ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of

Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 255 (D2) CHIN 253 (D1) COMP 254 (D1)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)

Cross-listings: ANTH 256 REL 256 ASST 256 WGSS 256

Secondary Cross-listing

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life--his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)--as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen in Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 256 (D2) REL 256 (D2) ASST 256 (D2) WGSS 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Attributes: GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 258 (F) Black Women in African American Literature and Culture

Cross-listings: AMST 248 WGSS 258 ENGL 248

Secondary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf*), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series *Insecure*.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 248 (D1) WGSS 258 (D2) ENGL 248 (D1)

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

WGSS 259 (S) Adultery in the Nineteenth-Century Novel

Cross-listings: COMP 259 WGSS 259 ENGL 261

Secondary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Leopoldo Alas y Ureña's *La Regenta* (1884-85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation.*

Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 259 (D1) WGSS 259 (D1) ENGL 261 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the concept of power; from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 261 (S) The Saint and the Countess: Lost Voices of Medieval Women

Cross-listings: WGSS 261 MUS 261

Secondary Cross-listing

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Requirements/Evaluation: several short papers and presentations, and a final project and presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 261 (D1) MUS 261 (D1)

Not offered current academic year

WGSS 262 (S) Gender and Conflict in International Relations

Cross-listings: WGSS 262 PSCI 261

Secondary Cross-listing

This course explores gender dynamics in modern conflicts from the perspective of civilian societies, state militaries and non-state armed groups. The course will look at gender roles, relations, and symbols, throughout different phases of conflict including the precursors to conflict, during a conflict, and finally in the aftermath of active conflict. We will examine contemporary security debates related to gender including violent extremism, women in the military, and post-conflict reconstruction. We also look at case studies from several regions including Uganda, El Salvador, Sierra Leone, and Northern Ireland. Gender, in this course, will be used as a lens to understand different identities in conflict and expectations for women, men, boys, and girls, as well as examine femininities and masculinities. The course will use literature from scholars in the field of gender and conflict but will also include literature on conflict that does not have a gender perspective, with the aim to encourage students to add their own gendered analysis or questioning of current theories of conflict in international relations.

Requirements/Evaluation: short writing assignments; some combination of take-home exams and in-class presentations; class participation

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: potential and actual Political Science majors or Women's, Gender and Sexuality Studies majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 262 (D2) PSCI 261 (D2)

Attributes: PSCI International Relations Courses

Spring 2020

SEM Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Phoebe G. Donnelly

WGSS 263 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Primary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)

Cross-listings: REL 264 WGSS 264

Secondary Cross-listing

What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs

Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, student seniority by class

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 264 (D2) WGSS 264 (D2)

Difference, Power, and Equity Notes: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.

Not offered current academic year

WGSS 267 (S) Performance Studies: An Introduction (DPE)

Cross-listings: WGSS 267 DANC 267 THEA 267 COMP 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance

studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

Requirements/Evaluation: reflection papers, performance analysis, final paper or performance

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 267 (D1) DANC 267 (D1) THEA 267 (D1) COMP 267 (D1)

Difference, Power, and Equity Notes: This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

Attributes: WGSS Theory Courses

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Vivian L. Huang

WGSS 269 (F) Staging Race and Gender (DPE)

Cross-listings: ENGL 249 THEA 249 WGSS 269

Secondary Cross-listing

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as *Queen Sugar*, *This Is Us*, *Atlanta*, and *The Chi*.

Requirements/Evaluation: four papers totaling at least 20 pages and in-class group performances

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 249 (D1) THEA 249 (D1) WGSS 269 (D1)

Difference, Power, and Equity Notes: This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies.

Attributes: ENGL 200-level Gateway Courses

Not offered current academic year

WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include *Annie John* (1985), *Lucy* (1990), *The Autobiography of My Mother* (1996), *My Brother* (1997), *Mr. Potter* (2002), and *See Now Then* (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 254 (D1) WGSS 274 (D1)

Difference, Power, and Equity Notes: Students will center afro-caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 275 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: COMP 286 WGSS 275 RLSP 274

Secondary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Citlali Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product. .

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 286 (D1) WGSS 275 (D1) RLSP 274 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

WGSS 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yogie) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: ENGL 286 WGSS 283 AFR 283 AMST 283

Primary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009),

Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 286 (D2) WGSS 283 (D2) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

WGSS 300 (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm

Cross-listings: WGSS 300 DANC 300

Secondary Cross-listing

To loosely paraphrase the feminist Emma Goldman, "If I can't dance, I don't want to be part of your revolution." Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form--and indeed, there are many more females vying for positions in ballet companies than males--historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--the plotlines of the ballets--as well as more subtle ideas--famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course **MAY BE REPEATED** for general academic credit (but not for additional WGSS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Requirements/Evaluation: quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

Prerequisites: a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

Enrollment Limit: 20

Enrollment Preferences: students with demonstrated ability and desire to continue rigorous study

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

Fall 2019

STU Section: 01 MWF 11:00 am - 12:50 pm Janine Parker

WGSS 301 (F) Sexual Economies (DPE)

Cross-listings: WGSS 301 AMST 334 ANTH 301

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Requirements/Evaluation: midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites: none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit: 20

Enrollment Preferences: based on statement of interest

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 301 (D2) AMST 334 (D2) ANTH 301 (D2)

Difference, Power, and Equity Notes: We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Not offered current academic year

WGSS 302 (F) Social Construction (DPE)

Cross-listings: SCST 301 COMP 315 REL 301 STS 301 SOC 301 WGSS 302

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

WGSS 303 (S) Humans and Bodies: Theories of Embodiment

Cross-listings: WGSS 303 REL 313

Secondary Cross-listing

What is the body? Does "the body" precede culture, or is "the body" society's own creation, a contingent assemblage of matter, sensations, and psychosomatics? How does the self, and various types of self, relate to the body? How do sexual selves, racial selves, and gendered selves relate to their own bodies, to other bodies and selves? How are these selves produced through or with the body? How does the self-sense its "own" body? And does the body construct the self, or the self the body? In this course, we'll ask big questions about the body, its relation to the self, and about embodiment, through reading the most important and timely theories of the body, the self, and embodiment, especially as found in psychoanalytic, phenomenological, feminist, trans, and queer theories and methods.

Requirements/Evaluation: papers, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 303 (D2) REL 313 (D2)

Not offered current academic year

WGSS 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall

Cross-listings: GERM 304 WGSS 304

Secondary Cross-listing

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula,"

Rainer Werner Faßbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader- Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: tutorial

Requirements/Evaluation: alternating 4-page tutorial papers, and 2-page critiques

Prerequisites: GERM 202 and permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: German majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$80 books

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 304 (D1) WGSS 304 (D1)

Not offered current academic year

WGSS 308 (F) Thinking Diaspora: The Black Atlantic and Beyond

Cross-listings: ENGL 309 AMST 308 WGSS 308 COMP 300

Secondary Cross-listing

Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage---suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature--how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy's *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students' theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise'eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins' *Moonlight*, and more.

Requirements/Evaluation: weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 309 (D1) AMST 308 (D1) WGSS 308 (D2) COMP 300 (D1)

Attributes: ENGL Criticism Courses

Not offered current academic year

WGSS 310 (F) Womanist/Black Feminist Thought

Cross-listings: REL 310 AFR 310 WGSS 310 AMST 309

Secondary Cross-listing

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color--particularly black women--are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon,

and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: discussion

Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 310 (D2) AFR 310 (D2) WGSS 310 (D2) AMST 309 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

WGSS 311 (S) Theorizing Shakespeare

Cross-listings: COMP 310 THEA 311 ENGL 311 WGSS 311

Secondary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *The Merchant of Venice*, *Hamlet* and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 310 (D1) THEA 311 (D1) ENGL 311 (D1) WGSS 311 (D2)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

WGSS 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: LATS 313 AMST 313 AFR 326 WGSS 313

Secondary Cross-listing

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as

activist strategy challenge traditional understandings of feminist political activity?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 313 (D2) AMST 313 (D2) AFR 326 (D2) WGSS 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Maria Elena Cepeda

WGSS 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: WGSS 314 SOC 314

Primary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 315 (S) Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings: WGSS 315 RLFR 316

Secondary Cross-listing

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 315 (D2) RLFR 316 (D1)

Attributes: GBST Urbanizing World Electives

Not offered current academic year

WGSS 316 (F) Feeling Queer and Asian

Cross-listings: COMP 313 WGSS 316 ASST 316

Primary Cross-listing

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 313 (D2) WGSS 316 (D2) ASST 316 (D2)

Fall 2019

WGSS 317 (F) The New Woman in Weimar Culture (WS)

Cross-listings: GERM 317 WGSS 317

Secondary Cross-listing

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 317 (D1) WGSS 317 (D1)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christophe A. Kone

WGSS 318 (S) Black Masculinities (DPE)

Cross-listings: AMST 350 ENGL 375 WGSS 318 AFR 331

Primary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 350 (D2) ENGL 375 (D2) WGSS 318 (D2) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

WGSS 319 (F) Gender and the Family in Chinese History

Cross-listings: ASST 319 WGSS 319 HIST 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

Class Format: discussion

Requirements/Evaluation: class participation, several short papers, and a final paper

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 319 (D2) WGSS 319 (D2) HIST 319 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 322 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Secondary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and

Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

WGSS 324 (S) Indigenous Women's History (DPE) (WS)

Cross-listings: AMST 324 HIST 362 WGSS 324

Secondary Cross-listing

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women's lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

Requirements/Evaluation: engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: American Studies, History, and Women's Studies, Gender and Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 324 (D2) HIST 362 (D2) WGSS 324 (D2)

Writing Skills Notes: With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

Difference, Power, and Equity Notes: We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

WGSS 325 (F) Television, Social Media, and Black Women 'Unscripted'

Cross-listings: WGSS 325 AFR 325

Secondary Cross-listing

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Requirements/Evaluation: class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: juniors and seniors

Expected Class Size: 13

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 325 (D2) AFR 325 (D2)

Attributes: AFR Core Electives FMST Core Courses

Not offered current academic year

WGSS 326 (S) Queer Temporalities

Cross-listings: REL 326 LATS 426 COMP 326 WGSS 326

Secondary Cross-listing

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: Class attendance, analytical essays, responses, and revised essays. Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 326 (D2) LATS 426 (D2) COMP 326 (D1) WGSS 326 (D2)

Attributes: AMST Space and Place Electives LATS Core Electives

Not offered current academic year

WGSS 328 (F) Austen and Eliot

Cross-listings: WGSS 328 ENGL 328

Secondary Cross-listing

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.

Class Format: discussion

Requirements/Evaluation: two papers of approximately 8-10 pages

Prerequisites: a Gateway course or permission of the instructor

Enrollment Limit: 25

Enrollment Preferences: junior and senior English majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: course books

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 328 (D2) ENGL 328 (D1)

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Anita R. Sokolsky

WGSS 329 (S) Sexuality and US Literatures of the 19th Century

Cross-listings: WGSS 329 AMST 349 ENGL 329

Secondary Cross-listing

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity" through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: ENGL, WGSS, and AMST majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329 (D1) AMST 349 (D1) ENGL 329 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)

Cross-listings: WGSS 331 HIST 332

Secondary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors

Expected Class Size: 12-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 331 (D2) HIST 332 (D2)

Difference, Power, and Equity Notes: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

WGSS 333 (F) The Nineteenth-Century British Novel

Cross-listings: WGSS 333 ENGL 333

Secondary Cross-listing

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling social issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people

trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories of everyday life are familiar as, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers' understanding of themselves as subjects and agents of an ongoing social history.

Requirements/Evaluation: flexible writing requirement includes options for short essays, journal, research paper and exam

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 333 (D2) ENGL 333 (D1)

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

WGSS 334 (F) Islam and Feminism

Cross-listings: REL 332 ARAB 332 WGSS 334

Secondary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 332 (D2) ARAB 332 (D2) WGSS 334 (D2)

Not offered current academic year

WGSS 337 (S) Race, Sex & Gender in Brazil (DPE)

Cross-listings: WGSS 337 ANTH 337

Primary Cross-listing

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and

contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Requirements/Evaluation: research paper and its various components, participation

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 337 (D2) ANTH 337 (D2)

Difference, Power, and Equity Notes: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

WGSS 338 (S) Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality (WS)

Cross-listings: AMST 339 COMP 338 LATS 338 WGSS 338

Secondary Cross-listing

In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 339 (D2) COMP 338 (D1) LATS 338 (D2) WGSS 338 (D2)

Writing Skills Notes: Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage

in writing in planned stages with consistent feedback.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

WGSS 339 (S) Stereotypes, Prejudice, and Discrimination

Cross-listings: WGSS 339 PSYC 341

Secondary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339 (D2) PSYC 341 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Spring 2020

LEC Section: 01 R 1:00 pm - 4:00 pm Steven Fein

LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 AMST 340 COMP 342 ENGL 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500

words)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 340 (D2) AMST 340 (D1) COMP 342 (D1) ENGL 340 (D1)

Difference, Power, and Equity Notes: This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Bethany Hicok

WGSS 341 (F) Cinematic Representations of Work and Migration after the Wall

Cross-listings: WGSS 341 COMP 341

Secondary Cross-listing

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal*, *Working Man's Death*, *NordSud.com*, *Lichter* (Lights), *Code Unknown*, *The Flower Bridge*, *Occident*, *Since Otar Left*, *Losers and Winners*, *Whore's Glory*, *Le Havre* and *Time Out*.

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: a 200-level ENGL or COMP course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 341 (D2) COMP 341 (D1)

Attributes: FMST Core Courses

Not offered current academic year

WGSS 342 (S) American Genders, American Sexualities

Cross-listings: AMST 341 WGSS 342 ENGL 341

Secondary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing

on two culturally rich periods--roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21-century--we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors and/or students interested in WGSS

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 341 (D2) WGSS 342 (D2) ENGL 341 (D1)

Attributes: AMST Arts in Context Electives AMST Critical and Cultural Theory Electives ENGL post-1900 Courses ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation

Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343

Secondary Cross-listing

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

Requirements/Evaluation: weekly primary and response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference given to juniors and seniors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 Cancelled

WGSS 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Secondary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

WGSS 345 (S) Shakespeare's Women

Cross-listings: WGSS 345 ENGL 345

Secondary Cross-listing

Shakespeare's plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to powerful authoritative adults. His plays explore female friendships, parents and children, love affairs and marriages, male actors playing female roles and female characters playing male roles. Looking closely at five plays--*Twelfth Night*, *Much Ado Nothing*, *Hamlet*, *Macbeth*, *Antony and Cleopatra*--we will examine the ways in which attitudes toward female stereotypes, sexuality, gender, subjectivity, social norms and performance evolve as Shakespeare's poetic style and dramatic technique mature, and the genre shifts from comedy to tragedy.

Class Format: tutorial

Requirements/Evaluation: active engagement in tutorial sessions, five 4- to 5-page papers, and five 1- to 2-page responses

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and prospective majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 345 (D2) ENGL 345 (D1)

Attributes: ENGL Literary Histories A

Not offered current academic year

WGSS 346 (S) Queer in the City (DPE)**Cross-listings:** AFR 337 WGSS 346 AMST 337**Primary Cross-listing**

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

WGSS 348 (S) Women, Men and Other Animals (DPE)**Cross-listings:** ARTH 348 ENGL 348 WGSS 348 SCST 348 STS 348**Primary Cross-listing**

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project**Prerequisites:** none**Enrollment Limit:** 15**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 348 (D2) ENGL 348 (D2) WGSS 348 (D2) SCST 348 (D2) STS 348 (D2)

Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year

WGSS 352 (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA

Cross-listings: REL 352 WGSS 352 AFR 352

Secondary Cross-listing

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions--such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred--as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctions of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages) and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 352 (D2) WGSS 352 (D2) AFR 352 (D2)

Not offered current academic year

WGSS 353 (S) The Brontës

Cross-listings: ENGL 353 WGSS 353

Secondary Cross-listing

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel--two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, Jane Eyre, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily's singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 Life of Charlotte Bronte, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Requirements/Evaluation: discussion, two critical essays and two short creative pieces

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353 (D1) WGSS 353 (D1)

Attributes: ENGL Literary Histories B

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Alison A. Case

WGSS 355 (S) Asexuality and Other Absences

Cross-listings: WGSS 355 ENGL 355

Secondary Cross-listing

What is asexuality? The asexual individual is commonly defined as "one who does not experience sexual attraction" but, under examination, this keyword quickly gives way a growing body of meanings, feelings, affiliations, and associations. How might asexuality transform or expand our understandings of sexuality, desire, romance, legibility, health, and violence? This seminar will explore the emergent field of asexuality studies while examining various kinds of sexual and romantic absences in contemporary fiction, film, and new media with particular attention to race and disability. How might asexuality disrupt or reify our conceptions of these terms of embodiment?

Requirements/Evaluation: kindness and generosity; engaged classroom presence; online discussion; annotated bibliography; roundtable discussion; visual object analysis; comic memoir; final presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: ENGL and WGSS majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 355 (D1) ENGL 355 (D1)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Ianna Hawkins Owen

WGSS 368 (F) Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368 WGSS 368 ARAB 368

Secondary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolis. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 368 (D1) WGSS 368 (D2) ARAB 368 (D1)

Attributes: GBST Middle Eastern Studies Electives

Not offered current academic year

WGSS 371 (F) Medicine, Pathology, and Power: An Ethnographic View (DPE)

Cross-listings: WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

Attributes: EXPE Experiential Education Courses PHLH Methods in Public Health

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

WGSS 376 (S) Sex, Gender, and the Law in U.S. History (DPE)

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and

development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 Cancelled

WGSS 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)

Cross-listings: ENGL 377 WGSS 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1) WGSS 377 (D1) COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

WGSS 378 (S) Uncontrollable: Deconstructing Stereotypes of Black Womanhood in the Americas**Cross-listings:** WGSS 378 AFR 378**Secondary Cross-listing**

In *Black Feminist Thought* Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mummies, matriarchs, welfare recipients, and hot mommas has been essential to the political economy of domination fostering Black women's oppression." This course explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine they how have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** AFR concentrators**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 378 (D2) AFR 378 (D2)

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Prisca Gayles

WGSS 379 (F) Black Women in the United States**Cross-listings:** WGSS 379 AFR 379 HIST 379**Secondary Cross-listing**

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

Class Format: discussion**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation**Prerequisites:** none**Enrollment Limit:** 25**Enrollment Preferences:** History majors and Africana Studies concentrators**Expected Class Size:** 15-20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 379 (D2) AFR 379 (D2) HIST 379 (D2)

Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

LEC Section: 01 Cancelled

WGSS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings: AFR 380 AMST 380 ENGL 381 SCST 380 WGSS 380 STS 380

Primary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 380 (D2) AMST 380 (D2) ENGL 381 (D2) SCST 380 (D2) WGSS 380 (D2) STS 380 (D2)

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 386 (S) Latinas in the Global Economy: Work, Migration, and Households

Cross-listings: LATS 386 HIST 386 WGSS 386

Secondary Cross-listing

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation: class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 386 (D2) HIST 386 (D2) WGSS 386 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 389 (F) Fiction of Virginia Woolf

Cross-listings: ENGL 389 WGSS 389

Secondary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389 (D1) WGSS 389 (D2)

Attributes: ENGL Literary Histories C

Not offered current academic year

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401 WGSS 401 GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 401 (D1) WGSS 401 (D2) GERM 401 (D1)

Difference, Power, and Equity Notes: This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Helga Druxes

WGSS 408 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers

Cross-listings: WGSS 408 RLFR 412

Secondary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 408 (D1) RLFR 412 (D1)

Fall 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Brian Martin

WGSS 409 (F) Transnationalism and Difference: Comparative Perspectives

Cross-listings: LATS 409 AMST 411 WGSS 409

Secondary Cross-listing

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle

East.

Requirements/Evaluation: student participation, an original 12-15 page research paper conducted in stages, and peer editing

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 409 (D2) AMST 411 (D2) WGSS 409 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

WGSS 411 (S) Advanced Readings and Research

This capstone readings and research seminar for WGSS majors will culminate in a substantial independent research project. In the first half of the semester, we will examine the disciplinary and interdisciplinary development of the field(s) of WGSS; read classic texts and examples of more recent scholarship representing a range of WGSS theories and methods; and explore a variety of methods and strategies for crafting research within the field of WGSS. In the second half of the semester, students will design and conduct their own WGSS-related research projects.

Requirements/Evaluation: weekly discussion questions, research proposal, substantial final research project, and oral presentation

Prerequisites: WGSS 101

Enrollment Limit: none

Enrollment Preferences: WGSS majors

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Unit Notes: senior seminar

Distributions: (D2)

Not offered current academic year

WGSS 412 (S) Graphic Sex: Queer Ethnographic Writing

Cross-listings: WGSS 412 ANTH 412

Primary Cross-listing

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

Requirements/Evaluation: ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies; statements of interest will be solicited

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: WGSS junior/senior seminar

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 412 (D2) ANTH 412 (D2)

Not offered current academic year

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of *Catalyst*, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

WGSS 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance

Cross-listings: THEA 416 COMP 404 WGSS 416 ARTH 416

Primary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

Requirements/Evaluation: in-class discussion, partner presentation, weekly reading responses, final project

Prerequisites: WGSS 101

Enrollment Limit: 15

Enrollment Preferences: WGSS majors, students with previous performance studies coursework

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 416 (D1) COMP 404 (D2) WGSS 416 (D2) ARTH 416 (D2)

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Vivian L. Huang

WGSS 453 (S) Women, Gender, and Social Movements in U.S. History

Cross-listings: WGSS 453 HIST 453

Secondary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Requirements/Evaluation: 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 453 (D2) HIST 453 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

WGSS 468 (S) Practicum in Curating: Visual Art for a Garden

Cross-listings: WGSS 468 ARTH 468

Secondary Cross-listing

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby's new "Living Museum" initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the

concept, the focal works of art, auxiliary objects that do not require climate control (e.g. photographs and other works on paper), social history and other methodological frameworks 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews), reading and critiques of others' work, in-class presentation of two drafts of the final paper and installation

Prerequisites: at least one 100-level course in ARTH

Enrollment Limit: 10

Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed \$100)

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 468 (D1) ARTH 468 (D1)

Not offered current academic year

WGSS 491 (F) Honors Project: Women's & Gender Studies

Women's, Gender and Sexuality Studies honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Kiaran Honderich

WGSS 492 (S) Honors Project: Women's & Gender Studies

Women's, Gender and Sexuality Studies honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Kiaran Honderich

WGSS 493 (F) Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Kiaran Honderich

WGSS 494 (S) Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Kiaran Honderich

WGSS 497 (F) Independent Study: Women's & Gender Studies

Women's, Gender and Sexuality Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2019

IND Section: 01 TBA Kiaran Honderich

WGSS 498 (S) Independent Study: Women's & Gender Studies

Women's, Gender and Sexuality Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2020

IND Section: 01 TBA Kiaran Honderich

Winter Study -----**WGSS 10 (W) Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film**

Cross-listings: WGSS 10 ARTH 10

Secondary Cross-listing

Joan of Arc (known during her own lifetime most commonly as Jeanne "la Pucelle," or Joan "the Maid") was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God's grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists--and not just politicians and scholars--have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

Requirements/Evaluation: 10-page project or comparable creative project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: \$10 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 10 ARTH 10

Winter 2020

LEC Section: 01 MWF 1:00 pm - 3:50 pm Peter D. Low

WGSS 31 (W) Senior Thesis: Women's and Gender Studies

See description of Degree with Honors in Women's, Gender and Sexuality Studies.

Class Format: thesis

Grading: pass/fail only

Winter 2020

HON Section: 01 TBA Kiaran Honderich

WGSS 99 (W) Independent Study: Women's and Gender Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Winter 2020

IND Section: 01 TBA Kiaran Honderich

WRITING SKILLS (WS)

The Writing Skills (WS) requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester. This may be achieved through brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WS courses may also include multiple drafts, peer review, conferences or class discussions designed to improve writing skills. (A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course.)

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students' writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students' writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

All students are required to take TWO WS courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WS courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

AFR 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AFR 167 (F) Let Freedom Ring? African Americans and Emancipation (WS)**Cross-listings:** AMST 167 AFR 167 HIST 167**Secondary Cross-listing**

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation**Prerequisites:** first-years and sophomores**Enrollment Limit:** 19**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar**Expected Class Size:** 19**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 167 (D2) AFR 167 (D2) HIST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Gretchen Long

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)**Cross-listings:** AFR 207 ARTH 207**Secondary Cross-listing**

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)**Prerequisites:** none**Enrollment Limit:** 10**Enrollment Preferences:** Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

AFR 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AFR 223 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Secondary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, rāī, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

AFR 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

AFR 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Primary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

AFR 369 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Secondary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

AMST 101 (F) America: The Nation and Its Discontents (DPE) (WS)

America has always named something more than a geographical place; being "American" has always been about something more than political citizenship. This course is an introduction to the interdisciplinary study of American culture and the nation of the United States. We will focus on the workings of that culture and nation as they both shape and have been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. We critique notions of American exceptionalism, empire, power, citizenship, labor, borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world.

Requirements/Evaluation: total of 20 pages of writing: several short papers (2-3 pages), as well as several 5- to 7-page essays; drafts and revisions are built into the assignment schedule

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: first- and second-year students

Expected Class Size: 25

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Difference, Power, and Equity Notes: This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access

to power, wealth, citizenship, and education in the U.S., and in its recognition and analysis of forms of resistance to and corrections of such inequities.

Attributes: EXPE Experiential Education Courses

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Dorothy J. Wang

AMST 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also

help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

AMST 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Secondary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

AMST 157 (S) 1960s and U.S. History (WS)

Cross-listings: HIST 157 AMST 157

Secondary Cross-listing

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

Requirements/Evaluation: two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation

Prerequisites: first-years

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 157 (D2) AMST 157 (D2)

Writing Skills Notes: Precis and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

AMST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Secondary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original

materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

AMST 167 (F) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AMST 167 AFR 167 HIST 167

Secondary Cross-listing

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 167 (D2) AFR 167 (D2) HIST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in

segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Gretchen Long

AMST 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

AMST 265 (S) Pop Art (WS)

Cross-listings: AMST 265 ARTH 265

Secondary Cross-listing

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic

contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Requirements/Evaluation: one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 265 (D1) ARTH 265 (D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am C. Ondine Chavoya

AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

ANTH 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ANTH 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Primary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester

'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ARAB 201 (F) Intermediate Arabic I (WS)

In this course we will continue to study the Modern Standard Arabic and one variety of spoken Arabic. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural appreciation of Arabic-speaking countries.

Class Format: the class meets four hours a week with the fourth hour a conversation section

Requirements/Evaluation: quizzes, tests, homework, and active class participation

Prerequisites: ARAB 101-102 or permission of instructor

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

LEC Section: 01 MWF 11:00 am - 11:50 am Radwa M. El Barouni

ARAB 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Primary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The

different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their cultural competence. Using al-Kitaad as well as a variety of authentic written and audiovisual materials to immerse students in Arabic language and culture, the course will allow students to achieve an advanced grammatical, cultural and oral proficiency in Modern Standard Arabic. The course will also encourage students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments entirely in Arabic.

Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam

Prerequisites: ARAB 202

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will understand the relations of power between the different varieties of Arabic language. Students will grasp the gendered aspects of Arabic language and understand how it relates to English. Through their engagement with Arabic texts and audiovisual materials, students will deconstruct cultural and sociopolitical issues that are directly related to the environment, society, politics, and power.

Fall 2019

ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials in Modern Standard Arabic. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with and in MSA in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

Requirements/Evaluation: quizzes, exams, presentations, papers, midterm examinations, and projects

Prerequisites: ARAB 301 or equivalent

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 6

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language; students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

Difference, Power, and Equity Notes: Students will learn about gender relations and power dynamics in the Arabic-speaking region; students will produce projects that address language politics, colonialism, sexism, feminism, and environmental losses in the Maghreb and the Middle East; and students will acquire the language necessary to discuss diverse topics related to power, gender, and the environment, such as recycling, new economies, and changing gender roles in society.

Spring 2020

LEC Section: 01 F 10:00 am - 10:50 am TR 11:15 am - 12:30 pm Brahim El Guabli

ARAB 329 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehliis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Fall 2019

SEM Section: 01 Cancelled

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

ARAB 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Primary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

ARTH 207 (F) "Out of Africa": Cinematic Portrayals of a Continent (DPE) (WS)

Cross-listings: AFR 207 ARTH 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 207 (D2) ARTH 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: FMST Core Courses

Fall 2019

TUT Section: T1 TBA Michelle M. Apotsos

ARTH 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Primary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different

cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

ARTH 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)

Cross-listings: WGSS 231 ARTH 231

Primary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 231 (D1) ARTH 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and

applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TR 11:20 am - 12:35 pm Stefanie Solum

ARTH 239 (F) Social Media in the Nineteenth Century: Prints and Pictorial Persuasion (WS)

This tutorial surveys the public lives of printed pictures in Europe between 1789 and 1914. Though the history of print extends well beyond these chronological limits, the so-called "long nineteenth century" witnessed the invention of new printmaking technologies. Larger audiences could now stay abreast of the period's revolutions, wars, and breakthroughs both in science and in fashion. Designed for students who have no prior experience studying art history, the course will begin with an overview of printmaking techniques before moving on to focused case studies that include pornographic political engravings made during the French Revolution, etchings created by the Spanish artist Francisco de Goya, and the manipulation of self and space made possible by early photography. We will analyze how these works were produced in multiples, circulated by publishers and dealers, and consumed by viewers across Europe. Readings in cultural theory, intellectual history, the history of technology, and art history will help students develop their own interdisciplinary approach to the print. Together we will ask: what makes this medium social? How is cultural critique made visible? What can print cultures teach us about today's practices of engaging with images digitally?

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2 pages) as well as discussion; three group meetings in WCMA, the Clark, and Chapin Library

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this course, students will write a minimum of 20 pages broken up over several shorter analytical essays. Moreover, they will also write brief responses to their partners' essays in which they consider the craft of writing and composition. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800 Courses

Fall 2019

TUT Section: T1 TBA Kailani Polzak

ARTH 265 (S) Pop Art (WS)

Cross-listings: AMST 265 ARTH 265

Primary Cross-listing

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Requirements/Evaluation: one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Art majors

Expected Class Size: 18

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 265 (D1) ARTH 265 (D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ARTH post-1800 Courses

Spring 2020

LEC Section: 01 MWF 8:30 am - 9:45 am C. Ondine Chavoya

ARTH 301 (F)(S) Methods of Art History (WS)

This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; art and the material world; art, gender, and sexuality; and art as a global phenomenon.

Class Format: discussion

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word writing project

Prerequisites: any 100-level ARTH course or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Art History majors and required of them

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both outside of class in office hours and also in class.

Fall 2019

LEC Section: 01 TR 11:20 am - 12:35 pm Kailani Polzak

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Kailani Polzak

ARTH 308 (S) African Art and the Western Museum (DPE) (WS)

Cross-listings: AFR 369 ARTH 308

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 369 (D2) ARTH 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Explores issues of 'authentic' representation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students analyze how the meaning of African 'art' has been dictated by a Western museum culture and how one can disrupt this hegemony through strategic exhibition and display practices.

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Michelle M. Apotsos

ARTH 332 (F) Abstraction in Action: Global Modern and Contemporary Art (WS)

Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion--to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately, the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

Class Format: biweekly seminar, with one lecture session and one discussion session

Requirements/Evaluation: participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

Prerequisites: must have previously taken one Art History course in any area

Enrollment Limit: 19

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete short written assignments and will prepare a final paper in three stages throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800 Courses

Fall 2019

SEM Section: 01 MW 11:00 am - 12:15 pm Mari Rodriguez Binnie

ARTH 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Primary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 Cancelled

ASST 115 (F) The World of the Mongol Empire (WS)

Cross-listings: HIST 115 ASST 115

Secondary Cross-listing

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

Requirements/Evaluation: active participation in discussion, several short papers, and a final research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 115 (D2) ASST 115 (D2)

Writing Skills Notes: Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students

will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Anne Reinhardt

ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Aparna Kapadia

ASST 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse

and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

ASST 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

ASST 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Secondary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 Cancelled

BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques

analyzing the data and conclusions of the chosen literature.

Class Format: three hours per week

Requirements/Evaluation: class presentations and discussions, frequent short papers, and a final paper

Prerequisites: BIOL 202 and BIMO 321

Enrollment Limit: 12

Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write seven literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date.

Attributes: BIMO Required Courses

Spring 2020

SEM Section: 01 Cancelled

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Amy Gehring

BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

Requirements/Evaluation: five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

Prerequisites: BIOL 202

Enrollment Limit: 10

Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

Distributions: (D3) (WS)

Writing Skills Notes: Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: BIGP Recommended Courses BIMO Interdepartmental Electives

Spring 2020

TUT Section: T1 TR 9:55 am - 11:10 am Claire S. Ting

CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**Cross-listings:** CHIN 134 REL 134 ANTH 134 COMP 134**Primary Cross-listing**

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component**Requirements/Evaluation:** tutorial papers, responses, and an individual project**Prerequisites:** none**Enrollment Limit:** 10**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

CLAS 214 (S) Athletics and Literature in Ancient Greece (WS)**Cross-listings:** COMP 252 CLAS 214**Primary Cross-listing**

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation**Prerequisites:** none**Enrollment Limit:** 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 252 (D1) CLAS 214 (D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Sarah E. Olsen

COMP 105 (S) "Make it New": The Modernist Experiment (WS)

Cross-listings: COMP 105 ENGL 106

Secondary Cross-listing

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

Requirements/Evaluation: active class participation; three papers rising from 3-7 pages; three two-page reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 105 (D1) ENGL 106 (D1)

Writing Skills Notes: Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm James L. Pethica

COMP 111 (F) The Nature of Narrative (WS)

Cross-listings: COMP 111 ENGL 120

Primary Cross-listing

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical

texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Requirements/Evaluation: active and meaningful class participation; two shorter papers, longer final paper including a draft workshopped in tutorial format

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111 (D1) ENGL 120 (D1)

Writing Skills Notes: The two shorter papers will receive extensive comments from the instructor; the instructor will meet individually with students to discuss their writing after the second paper. A partial draft of the final longer paper will be workshopped with the instructor plus a peer partner in tutorials; the tutorials will provide feedback for expanding and deepening the final paper.

Attributes: FMST Related Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

COMP 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics

of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

COMP 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

COMP 215 (F) Cults of Personality (WS)

Cross-listings: RUSS 219 COMP 215

Secondary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and

updated for different cultural and political purposes in fascist Germany, Italy, and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 219 (D1) COMP 215 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2019

TUT Section: T1 TBA Julie A. Cassiday

COMP 230 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing

the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

COMP 231 (F) Postmodernism (WS)

Cross-listings: COMP 231 ENGL 266

Primary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 231 (D1) ENGL 266 (D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2019

TUT Section: T1 TBA Christopher A. Bolton

COMP 240 (F) Introduction to Literary Theory (WS)

Cross-listings: ENGL 230 COMP 240

Secondary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello*, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of

literary theory in relation to texts and worlds.

Class Format: discussion

Requirements/Evaluation: frequent short papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 230 (D1) COMP 240 (D1)

Writing Skills Notes: The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Christopher L. Pye

COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)

Cross-listings: ARAB 249 COMP 249

Secondary Cross-listing

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

Requirements/Evaluation: regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 249 (D1) COMP 249 (D1)

Writing Skills Notes: Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

Difference, Power, and Equity Notes: Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Brahim El Guabli

COMP 252 (S) Athletics and Literature in Ancient Greece (WS)

Cross-listings: COMP 252 CLAS 214

Secondary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

Requirements/Evaluation: brief writing assignments, essays, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: majors, first-years, sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 252 (D1) CLAS 214 (D1)

Writing Skills Notes: Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Sarah E. Olsen

COMP 265 (S) Theories of Language and Literature (WS)

Cross-listings: ENGL 209 COMP 265

Secondary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 209 (D1) COMP 265 (D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

COMP 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Primary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it.

Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

COMP 293 (S) Great Big Books (WS)

Cross-listings: COMP 293 ENGL 233

Secondary Cross-listing

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 293 (D1) ENGL 233 (D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences; occasional in-class discussion of issues of writing and argumentation.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Stephen J. Tiff

COMP 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of own bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

COMP 352 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

COMP 363 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

ECON 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Primary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

ECON 299 (F) Economic Liberalism and Its Critics (WS)

Cross-listings: POEC 250 ECON 299 PSCI 238

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250 (D2) ECON 299 (D2) PSCI 238 (D2)

Writing Skills Notes: Students write at least eight 650-word graded reaction papers, across twelve weekly opportunities, during the semester. An instructor meets with each student after the first few weeks to go over their work and to discuss methods of composition.

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

ENGL 102 (W) Intensive Expository Writing Workshop (WS)

This course allows students who need to make up a deficiency to do so over January term. The course totals the same number of class hours as a full semester plus a winter study, which is a lot--three hours a day, five days a week over four weeks. I also will require six or so writing assignments, with mandatory revisions. This is an English class, which means we will also be reading a lot of short stories. Some, but not all, of the assignments will consist of literary interpretations or analysis. The stories we read will be science-fiction stories, which tend to involve the same technical problems as expository essays: they include an unusual burden of exposition, and an explicit or implied thesis, often one of each. Because of this, they will also provide structural models for us, under the guiding principle that your essays can benefit from learning basic storytelling techniques: how to hook the reader, how to build suspense, how to handle exposition, how to provide a satisfying conclusion--in short, how to make your writing interesting.

Prerequisites: permission of a dean

Enrollment Preferences: students who need to make up a deficiency

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 102 and ENGL 41.

Distributions: (D1) (WS)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Winter 2020

SEM Section: 01 M-F 10:00 am - 1:00 pm Paul C. Park

ENGL 103 (W) Designer Genes Intensive (WS)

In his book *High Noon: 20 Global Problems, 20 Years to Solve Them*, J.F. Rischard notes that the biotechnology issues raised by the Human Genome Project are some of the most pressing global issues we face today. The sequencing of the human genome has opened up a "remarkable landscape of opportunity," Francis Collins and colleagues wrote in 2001: "Like Shakespeare, we are inclined to say, 'what's past is prologue.'" Collins and his associates couldn't have picked a more resonant text from which to quote than Shakespeare's play, *The Tempest*, a play that reverberates with the making of new worlds. With the mapping of the human genome, Collins suggests, we are at the beginning of some "brave new world." But with opportunity also comes a host of ethical concerns. Will this information be used to enhance the individual (or society)? If so, how will it improve the individual (or society)? Who should make those decisions? Will we be able to design our own genes, creating designer babies and societies? Questions about how we define race, gender, disease, and disability become even more pressing when it becomes possible for us to select what traits society deems more "desirable." Because literary and film analysis focuses primarily on language and representation, it is a discipline well-suited to getting at the social, ethical, and scientific complexities of this issue. In this writing skills course we will explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics. These texts--many of which also provide a model of exceptional writing--will come from a number of different genres, including the memoir, film, artwork, and non-fiction writing on contemporary science and medicine.

Prerequisites: permission of a dean

Enrollment Preferences: students who need to make up a deficiency

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 103 and ENGL 42.

Distributions: (D1) (WS)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Winter 2020

LEC Section: 01 M-F 10:00 am - 12:50 pm Bethany Hicok

ENGL 104 (F) Creative Non-fiction (WS)

In this course we will read some of the most prominent practitioners of creative non-fiction--writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Ta-Nehisi Coates, Michael Pollan, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes--explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

Class Format: workshop

Requirements/Evaluation: four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am John E. Kleiner

ENGL 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries.

What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

ENGL 106 (S) "Make it New": The Modernist Experiment (WS)

Cross-listings: COMP 105 ENGL 106

Primary Cross-listing

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bauhaus, and early experiments in film.

Requirements/Evaluation: active class participation; three papers rising from 3-7 pages; three two-page reading responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 105 (D1) ENGL 106 (D1)

Writing Skills Notes: Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm James L. Pethica

ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Primary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

ENGL 114 (F) Literary Speakers (WS)

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what

effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

Requirements/Evaluation: 5-6 papers, of varying length, spaced throughout the term (about 20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not yet taken a 100-level course in English

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 5-6 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to 5-6 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least two classes during the term will be specifically devoted to issues related to paper writing.

Fall 2019

SEM Section: 01 MWF 10:00 am - 10:50 am Stephen Fix

ENGL 120 (F) The Nature of Narrative (WS)

Cross-listings: COMP 111 ENGL 120

Secondary Cross-listing

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what?" We will also look at film, articles, and other relevant texts, accompanying the readings with a few pertinent theoretical texts. The authors we will study may include Homer, Cervantes, Kleist, Kafka, Zweig, García Márquez, Rankine, and Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Requirements/Evaluation: active and meaningful class participation; two shorter papers, longer final paper including a draft workshopped in tutorial format

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: students considering a major in Comparative Literature and/or who have studied a foreign language

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 111 (D1) ENGL 120 (D1)

Writing Skills Notes: The two shorter papers will receive extensive comments from the instructor; the instructor will meet individually with students to discuss their writing after the second paper. A partial draft of the final longer paper will be workshopped with the instructor plus a peer partner in tutorials; the tutorials will provide feedback for expanding and deepening the final paper.

Attributes: FMST Related Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Gail M. Newman

ENGL 125 (F) Theater and Politics (WS)

Cross-listings: THEA 125 ENGL 125

Primary Cross-listing

When Plato designed his ideal republic, he excluded theater from it, arguing that indulging in the charms of theatrical representation would make men poor governors of themselves and thus threaten the integrity of fledgling Greek democracies. In the twentieth-century, however, the work of younger artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud provocatively suggested that theater itself could remedy the ills that Plato thought it aggravated by restoring to the people the productive power that the passively on-looking masses had ceded to the charisma of dictators. Today, as rapid changes in media daily transform the way in which we experience the world and understand our place within it, artists, critics, and philosophers continue to draw on the terms of historical debates about theater in attempts to understand the political significance of technologically enhanced forms of global spectatorship, asking what becomes of the traditional roles of viewers and directors on the new world-stage, in an age when revolutions are triggered by cell phone images, but advertising campaigns are also customized to consumers based on automated scans of private information like email. In this seminar, students take a historical approach to these urgent contemporary questions, analyzing the politics of theater in literature, criticism, film, and philosophy from antiquity to the present.

Requirements/Evaluation: three papers of increasing length and complexity, one of which you will revise, totaling 20 pages of finished writing, and a portfolio of interpretive questions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 125 (D1) ENGL 125 (D1)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, substantive feedback on writing assignments, and revision in response to that feedback.

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

ENGL 126 (F) Black Literature Matters (DPE) (WS)

Cross-listings: ENGL 126 AFR 126 AMST 126

Primary Cross-listing

Black literature remains central to struggles for freedom and equality across the African diaspora. In this course, we will examine why black literature matters: What are its aesthetic and political imperatives? How have black writers used certain literary forms in their constructions of identity, freedom, and citizenship? Through our exploration of these questions, we will discover the significant matters of African American literature from the Harlem Renaissance moment to the Black Lives Matter movement. By reading a broad range of texts---essays, novels, drama, music, and poetry---by such authors as Alain Locke, Claude McKay, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, Lorraine Hansberry, Audre Lorde, Amiri Baraka, Nikki Giovanni, Jesmyn Ward, and Kendrick Lamar, we will develop a critical vocabulary for evaluating and engaging with this body of literature. This course contributes to the Difference, Power, and Equity requirement by centering on the relationship between black literature and black political movements from the 1920s to the present.

Requirements/Evaluation: four papers totaling at least 20 pages, active class participation, class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course; Africana Studies concentrators; American Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 126 (D1) AFR 126 (D2) AMST 126 (D1)

Writing Skills Notes: Students will write and receive feedback on four papers. Papers will range from 3 to 7 pages, and feedback will focus on argument/claim development, critical inquiry, and structure.

Difference, Power, and Equity Notes: Through discussions and short essays, students will develop skills for analyzing the role of literature in defining, responding to, and re-shaping issues of race, class, and gender during the Harlem Renaissance, Black Arts and Black Power, and Black Lives Matter movements. Taking its title from the current movement for black lives, a primary objective of this course is for students to develop skills for articulating the value of black aesthetics to social justice movements in the present.

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Gretchen Long

ENGL 131 (F) All About Sonnets (WS)

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

Class Format: first week in regular class meetings, followed by weekly tutorial meetings in pairs

Requirements/Evaluation: five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Fall 2019

TUT Section: T1 Cancelled

ENGL 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Primary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections

from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self-determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

ENGL 134 (F) Contemporary US Literature, Postcolonial Studies, & The Politics of Culture in the Age of Trump (DPE) (WS)

In this course we will read a handful of contemporary US novels and explore whether postcolonial theory can provide a critical vocabulary that helps situate the "others" of contemporary nationalism in an intersectional framework. From the enduring legacies and ongoing violence of settler colonial genocide and transatlantic slavery to the xenophobic disregard for human life during the war in Iraq and the current war on immigrants, we will consider how these novels expose the deeply engrained forms of racism, fear, privilege, and paranoia that subtend dominant discourses of US nationalism in the age of Trump. Over the course of the semester, we will explore the power and allure of this exclusionary nationalism as well as how it is constructed and reproduced through cultural fantasies such as American innocence and exceptionalism, the American dream, and the American frontier. We will pay equally close attention to the ways that the works we read radically unsettle the conceptual borders of geographical space and historical time that regulate who is included and who is excluded from -- to use Benedict Anderson's influential formulation -- the "imagined political community" of the United States. Readings will include *There There* by Tommy Orange, *Signs Preceding the End of the World* by Yuri Herrera, *Homegoing* by Yaa Gyasi, and *The Book of Collateral Damage* by Sinan Antoon.

Requirements/Evaluation: at least 20 pages of writing; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will do at least 20 pages of writing including three papers, a revision of one paper with editorial changes explained in endnotes, as well as two editorial responses to the work of another student. In addition to two in-class workshops, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor

with specific suggestions for revision and improvement.

Difference, Power, and Equity Notes: In course readings, written assignments, and seminar discussions, students will address contemporary debates related to US nationalism and its "others." During the semester students will consider the disturbing normalization of white nationalism as well as the imperatives of thinking about collectivity and self/other relations beyond assimilative understandings of diversity and multiculturalism.

Fall 2019

SEM Section: 01 MW 8:30 am - 9:45 am Anuj Kapoor

ENGL 138 (S) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what, exactly, is a self? Is it the unchanging essence of who we are as individuals (like what Christians call the soul)? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and neuroscientists have argued in their own different idioms more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it. Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we will study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, Ta-Nehisi Coates' *Between the World and Me*, Paul Kalanithi's *When Breath Becomes Air*, and theoretical writings on the self by Plato, Descartes, Thoreau, Sartre, and Bruner, among others. Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

Requirements/Evaluation: four analytical papers totaling 20 pages; active class participation; participation in other short writing assignments

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Related Courses

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Bernard J. Rhie

ENGL 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Primary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

ENGL 151 (S) Reading and Writing Science Fiction (WS)

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both forms of writing--the disciplined articulation of brainy thoughts and mighty feelings--are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together--a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and an interpretive/analytical essay. Assigned readings will include stories and essays by Terry Bisson, Octavia Butler, Samuel R. Delany, Karen Joy Fowler, Carol Emshwiller, and John Crowley, among many others.

Class Format: discussion

Requirements/Evaluation: active participation in class and about thirty pages of writing, both critical and creative; two 12- to 20-page writing assignments (short story and analytical/interpretive essay), with revisions; half-dozen shorter writing assignments, plus written responses

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course will require two long writing assignments, twelve to twenty pages, one critical and one creative, each of which will go through an extensive revision process. In addition, I will assign a half-dozen shorter assignments of both types (critical and creative) and single-page critical responses to all workshopped assignments, for a total of thirty or so pages of required writing. A crucial component of the course will be its attention to writing style, strategy, and organization.

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Paul C. Park

ENGL 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153 ENGL 153

Primary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they

desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways. Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153 (D1) ENGL 153 (D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

ENGL 157 (F) Reading the 'Inferno' (WS)

This is an expository writing course, but also a journey through hell---more precisely, through Dante's Inferno. Over the course of the semester, as we wind our way through the underworld, we will consider the circumstances of the damned, their guilt, their punishments, and the overall aims of Dante's extraordinary vision. How and why are the condemned sentenced to an eternal afterlife in this underground kingdom of cruelty? What are we to make of the poem's humor and malevolence, and how are we to understand its vast architecture? In writing about the fate of these sins and sinners we will focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Requirements/Evaluation: four short 3-page essays and one 6- to 8-page essay

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The class is primarily design as a writing course. I plan on assigning series of three-page essays, one every other week, as we work our way through Dante's Inferno at the rate of three or four cantos per week. These shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. This should provide sustained and structured feedback to the students. A final extended essay of six to eight pages will required.

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Alan W. De Gooyer

ENGL 162 (F) Robots, Puppets, and Dolls (WS)

Is Pinocchio alive? How about the Terminator, or the operating system in *Her*? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we

do for many real people?

Requirements/Evaluation: students write five essays over the course of the term, in addition to a number of ungraded but required exercises

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades. All of the essays receive written comments addressed to their design and execution.

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Shawn J. Rosenheim

ENGL 205 (F) The Art of Poetry: The History and Theory of Lyric (WS)

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in antiquity before shifting our focus to the development of lyric in English. We'll read closely the work of such poets as Wyatt, Donne, Wordsworth, Keats, Hopkins, and Dickinson before turning to questions of lyric in the 20th and 21st centuries. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

Requirements/Evaluation: frequent short writing assignments totaling 20+ pages, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Frequent informal writing assignments and two formal papers: one (5-7 pages) due at the midterm, and one final paper (10-12 pages), in preparation for which students will submit a proposal and meet with the professor as their research develops. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL 200-level Gateway Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Jessica M. Fisher

ENGL 206 (F) We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language (DPE) (WS)

An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language--now called Anglophone literature--from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Kipling, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries.

Requirements/Evaluation: four short papers (5 pages), a presentation, and a final research project

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: potential English majors and those who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will write daily in class, submit four short (5-page) and one longer paper (10-page), as well as reading questions before each class. At least one class session per week will center writing skills and revision.

Difference, Power, and Equity Notes: This course will introduce students to the colonial legacies of literary language politics. Authors represent a range of literary traditions from West Africa to the Caribbean to South and South East Asia and beyond. Class discussion will also focus on issues of gender, race, and class in imperial history and neoimperialism.

Attributes: ASAM Related Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2019

SEM Section: 01 Cancelled

ENGL 209 (S) Theories of Language and Literature (WS)

Cross-listings: ENGL 209 COMP 265

Primary Cross-listing

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Requirements/Evaluation: informal writing every week; three 6-page papers; class attendance and participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 209 (D1) COMP 265 (D1)

Writing Skills Notes: Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

ENGL 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Primary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle

with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darius Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

ENGL 222 (S) Lyric Poetry (WS)

The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets likely to be studied are: Jonson, Gray, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

Requirements/Evaluation: active participation in seminar discussions, and four or five papers (about 20 pages total)

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: There will be 4-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be 20 pages or more. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

ENGL 228 (S) The Renaissance in England and the European Continent: Self and World (DPE) (WS)

Cross-listings: COMP 230 ENGL 228

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 230 (D1) ENGL 228 (D1)

Writing Skills Notes: The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Emily Vasiliauskas

ENGL 230 (F) Introduction to Literary Theory (WS)

Cross-listings: ENGL 230 COMP 240

Primary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello*, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: discussion

Requirements/Evaluation: frequent short papers totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 230 (D1) COMP 240 (D1)

Writing Skills Notes: The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Christopher L. Pye

ENGL 233 (S) Great Big Books (WS)

Cross-listings: COMP 293 ENGL 233

Primary Cross-listing

Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

Requirements/Evaluation: regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 293 (D1) ENGL 233 (D1)

Writing Skills Notes: Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences; occasional in-class discussion of issues of writing and argumentation.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

ENGL 238 (S) Key Topics in Literary Theory: The "Critique of the Subject" (WS)

This course will introduce students to one of the core topics in the field of literary theory: the "critique of the subject." Is the "subject" (i.e. the "self", what we refer to when we use the word "I") coherent, bounded, and autonomous, like what Christians mean when they speak of the soul? Or is the subject, rather, the contingent product of historical and political forces (like the media, gender norms, and beliefs about race, property, and the law)? Is language best thought of as something humans use to express their thoughts to communicate with one another? Or is language, rather, something which shapes and determines the very forms that human subjectivity can take in the first place? Is "the subject" *really* real? Or is our sense of self ultimately just an illusion: an effect of language, power, or history? We will consider all these possibilities, and more. We will begin the course by reading classical accounts of subjectivity by Descartes, Kant, and Husserl, before studying a dizzying array of theoretical "critiques" of this philosophical tradition. Not only will the sheer variety of theories be somewhat dizzying, many of the theories themselves are truly mind-blowing (in the best sense), many of them totally upending our sense of what it means to have a self or to think of ourselves as human in the first place. By the end of the semester, students will be familiar with versions of the "critique of the subject" that are associated with a number of influential theoretical approaches, including: phenomenology, psychoanalysis, Marxism, feminism, deconstruction, New Historicism, postcolonial theory, and queer theory. We will read a few literary texts in tandem with various theories, but students should know that the emphasis throughout will fall squarely on the theoretical texts themselves: in particular, how to understand them, how to write about them, and how to put radically different theories in meaningful conversation with one another.

Requirements/Evaluation: four papers totaling about 20 pages; engaged participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Each student will write four 5-page papers on which I will provide written feedback regarding grammar, style, and argument.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ENGL 244 (F) Interpreting Film (WS)

From the earliest days of narrative film, it was clear that the new medium enjoyed an unparalleled capacity to absorb spectators in the sheer passive enjoyment of the cinematic spectacle, so for many viewers cinema has seemed naturally to be a form of entertainment rather than an art form or a medium for exploring ideas. But not only have entertaining "movies" and artistic "films" always co-existed amicably, but in many cases have coincided: some of the greatest works of cinematic art first billed themselves unassumingly as enjoyable diversions. In order to appreciate the aesthetic and intellectual richness of such films, one must learn to "read" their crucial scenes closely, analyzing their visual and auditory language as well as their dramatic content, and must learn to interpret their surprisingly complex larger patterns of thought. This tutorial offers concrete training in both of these skills. During the first four weeks, students will write and discuss short weekly papers analyzing key sequences of a film, learning to identify diverse cinematic effects in order to illuminate dramatic patterns. During the last six weeks of the semester each student in a tutorial pairing will write a longer interpretive paper in alternate weeks, learning to construct fuller arguments addressing the whole of a film. Most films will be drawn from classical Hollywood cinema of the 1930s and 1940s, but we will also study European, Indian, and Japanese films. Readings during the first part of the semester will concern technical features of cinema; later readings will address larger interpretive issues (e.g., patterns in film genres, such as the nature of the gangster as a tragic hero; or social issues reflected in films, such as the newly empowered roles of women during the early 1940s and their influence in shaping the dangerous heroines of film noir).

Requirements/Evaluation: six short (2- to 6-page) papers and three short responses to one's partner's paper, totalling 25 pages of writing; active, sustained participation in tutorial discussions

Prerequisites: a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

Enrollment Limit: 10

Enrollment Preferences: sophomores and first-year students who have satisfied or placed out of the English Department's 100-level prerequisite

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Tutorial--constant writing and critique. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories C

Fall 2019

TUT Section: T1 TBA Stephen J. Tifft

ENGL 246 (S) The Love of Literature (DPE) (WS)

If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, prose fiction, and philosophy from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue *The Symposium* to the Christian love of Paul's epistles; the Romantic love of Goethe's *Elective Affinities* to the modern love of Woolf's *To the Lighthouse* and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include literary works by Virgil, Mary Shelley, Wordsworth, Baldwin, and theoretical works by Freud, Foucault, and Luhmann.

Requirements/Evaluation: three papers of increasing length and complexity, totaling 20 pages of finished writing

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: those interested in majoring in English

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, and substantive, writing-strategies focused feedback on writing assignments.

Difference, Power, and Equity Notes: The course materials and discussion emphasizes questions of gender, sexuality, and race.

Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

ENGL 258 (S) Poetry and the City (WS)

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui, Rankine, and Diaz. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

Class Format: discussion-based

Requirements/Evaluation: class participation; the course will require four 5-page essays in multiple drafts

Prerequisites: 100-level English course or a 5 on the literature component of the AP exam, or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: first-year and sophomore students who are thinking of majoring in English

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky

ENGL 264 (S) Introduction to Global Literature & Film: Narrative, Aesthetics, & The Politics of Visual Culture (DPE) (WS)

One defining feature of Global Literature is that it addresses some aspect of globalization, whether it is the transnational flow of cultures, commodities, and capital, or an increased awareness of an interdependent world. But what do we "see" when we watch films or read books about places we've never been, events we've never lived through, or people we've never met? As Edward Said has noted, another defining feature of Global Literature is that it constructs "imaginative geographies," fantasies of space that, in and through their circulation and consumption, come to define and limit what that space is and could potentially be. In this course, we will explore how such "imaginative geographies" unsettle the critical distinctions often drawn between the "aesthetics" of global literary texts that are non-mimetic and unrealistic and the "politics" of global literary texts that are more realistic in their representation of globalization. We will also pay close attention to what WJT Mitchell has called "watching seeing," or the ways that global narratives draw attention to the pre-existing visual and perceptual frameworks that encourage us to read them one way or another. Whether we are reading texts about momentous global events like the Arab Spring or a 19th century slave insurrection off the coast of Chile, or texts that explore more quotidian experiences such as sadomasochism in a hotel on the coast of Japan or the burlesque banality of Palestinian life in Nazareth, our goal in this course will be to examine how textual incitements to "watching seeing" contest dominant fantasies about what a given place is and can be beyond the cartographic abstractions and violently policed borders of the globalizing world. Readings will include novels by Ahmed Naji and Yoko Ogawa, films by Elia Suleiman and Hou Hsiao-Hsien, poetry by Solmaz Sharif, as well as the architectures of occupation and resistance in contemporary Palestine and at the US/Mexico partition wall.

Requirements/Evaluation: three papers and a series of writing assignments (including GLOW/Blog Posts) totaling 20 pages

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to complete a series of short writing assignments that will culminate in three formal papers: a close reading, a close reading that incorporates a peer-reviewed, secondary source, and a research paper developed through stages that will include a proposal, workshops, and editorial revision. Students will receive extensive feedback, written and oral, on their work, and there will be class time reserved for reviewing basic strategies for effective academic writing.

Difference, Power, and Equity Notes: This course examines the visual politics of global literature. That is, students will consider how conceptions of difference -of class, race, gender, ethnicity, and more - are produced, reproduced, and contested through narrative and aesthetics. This class will also examine the forms of dispossession, violence, and inequality generated by processes of globalization.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 TR 2:35 pm - 3:50 pm Anuj Kapoor

ENGL 266 (F) Postmodernism (WS)

Cross-listings: COMP 231 ENGL 266

Secondary Cross-listing

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 231 (D1) ENGL 266 (D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses

Fall 2019

TUT Section: T1 TBA Christopher A. Bolton

ENGL 273 (S) Detectives Without Borders (DPE) (WS)

Cross-listings: ENGL 273 COMP 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories from around the world. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. At the same time the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows and films noir will also be included in the course material. All readings will be in English.

Requirements/Evaluation: short papers, one research paper, oral presentations, midterm, class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature and English majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Unit Notes: COMP core course

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 273 (D1) COMP 273 (D1)

Writing Skills Notes: This is a writing skills course which requires weekly short papers, blog entries and three 5- to 7-page papers which will test students' ability in close-reading, comparative readings and research analysis. I will provide written feedback regarding grammar, style, and argument.

Difference, Power, and Equity Notes: A significant part of the course addresses issues of post-colonial critical theory, by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Michele Monserrati

ENGL 275 (S) Southern Literary Aesthetics (DPE) (WS)

Cross-listings: AFR 275 AMST 276 ENGL 275

Primary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

Requirements/Evaluation: four or five writing assignments that total about 20 pages; discussion facilitation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 275 (D2) AMST 276 (D1) ENGL 275 (D1)

Writing Skills Notes: Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

Difference, Power, and Equity Notes: Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

Attributes: ENGL 200-level Gateway Courses

Spring 2020

SEM Section: 01 Cancelled

ENGL 320 (S) Marlowe and Shakespeare (WS)

Cross-listings: ENGL 320 THEA 320

Primary Cross-listing

In 1586, at the age of twenty-three, Christopher Marlowe wrote *Tamburlaine the Great*. Over the next six years-probably while moonlighting as a government spy-he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this class we will read Marlowe's *Edward II*, the first popular history play in English, and Shakespeare's *Richard II*; *The Jew of Malta* and *The Merchant of Venice*; *Doctor Faustus* and *Macbeth*. We will look at ways in which Marlovian preoccupations-with lurid violence, with debasement, with self-invention-resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness-shared to varying degrees with an audience-affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Julia Lupton and Stephen Greenblatt.

Requirements/Evaluation: two 5- to 7-page papers; a ten page final paper

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320 (D1) THEA 320 (D1)

Writing Skills Notes: Two 5- to 7-page papers. A 10-page final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm John E. Kleiner

ENGL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Primary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

ENVI 212 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

ENVI 240 (F) Conservation and Climate Change (WS)

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

Requirements/Evaluation: one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

Prerequisites: ENVI101 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: No divisional credit (WS)

Writing Skills Notes: Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Attributes: ENVI Humanities, Arts + Social Science Electives ENVI Natural World Electives

Fall 2019

TUT Section: T1 TBA Laura J. Martin

ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

ENVI 248 (F) "Our Response Will Define Our Future": Climate Change Policy Analysis (WS)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We

will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Requirements/Evaluation: students alternate in preparing 5- to 7-page papers and 2-page responses (five papers and five responses in total), final paper building on one of the 5- to 7-page papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: 1. second-year students 2. Environmental studies concentrators and majors 3. first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Environmental Policy

Fall 2019

TUT Section: T1 TBA Pia M. Kohler

ENVI 340 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Secondary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. In addition to 3 short writing assignments, there will be a scaffolded capstone project through which emphasis will be placed on honing writing skills, including for different audiences, and there will be opportunities to revise and resubmit work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Pia M. Kohler

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pia M. Kohler

GBST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 117

Secondary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Aparna Kapadia

GEOS 203 (F) Field Methods and Structural Geology (WS)

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures and the large scale forces responsible for crustal deformation. The laboratories introduce students to best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, geologic maps and cross sections, folds, and faults. Students will develop skill for presenting field data in papers, figures, and oral presentations.

Class Format: discussion, three hours per week and laboratory, three hours per week

Requirements/Evaluation: short weekly writing assignments, two 10-page papers based on field trips, and a one-hour exam

Prerequisites: any 100-level Geosciences course or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Geosciences majors or students with a strong interest in geosciences

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip for evaluation by the instructor and peers. The shorter assignments will be incorporated in the field reports. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2019

LEC Section: 01 MW 11:00 am - 12:15 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 4:00 pm Paul M. Karabinos

GEOS 250 (S) Tectonic Geomorphology and Landscape Development (WS)

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. Tectonic geomorphology explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate.

Class Format: after an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

Requirements/Evaluation: five 4- to 5-page papers based on journal articles

Prerequisites: at least one of the following courses: GEOS 101, 102, 201, 202, 301, 302, 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Paul M. Karabinos

GEOS 302 (S) Sedimentology (WS)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments. This course is in the Sediments and Life group for the Geosciences major.

Class Format: discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

Requirements/Evaluation: lab work, writing assignments, participation in discussions, and a final exam

Prerequisites: at least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Geosciences majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

Writing Skills Notes: Writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

Attributes: EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Spring 2020

LEC Section: 01 TR 11:20 am - 12:35 pm Rónadh Cox

LAB Section: 02 R 1:00 pm - 4:00 pm Rónadh Cox

GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips, supplemented by reading assignments, will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. We will also use journal articles to explore ways in which plate tectonics help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: weekly one-hour meetings, in addition, there will be five field trips early in the semester on Thursday from 11:20 to 3:50 pm

Requirements/Evaluation: six papers, three based on field trips and three based on journal articles, and critiques of partner's papers

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: senior Geosciences majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$15 for field supplies

Distributions: (D3) (WS)

Writing Skills Notes: Six 5- to 10-page papers throughout the semester based on data collected during field trips (3) and journal articles (3). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Fall 2019

TUT Section: T1 TR 11:20 am - 12:35 pm Paul M. Karabinos

LAB Section: T2 R 1:00 pm - 4:00 pm Paul M. Karabinos

GERM 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Primary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

GERM 317 (F) The New Woman in Weimar Culture (WS)

Cross-listings: GERM 317 WGSS 317

Primary Cross-listing

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 317 (D1) WGSS 317 (D1)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christophe A. Kone

GERM 320 (S) German Romanticism (WS)

German Romanticism is a multifaceted, even contradictory phenomenon. Its earliest practitioners Novalis (Friedrich von Hardenberg) and Friedrich Schlegel could be seen as enacting a culmination of Enlightenment optimism about the emancipatory potential of the human mind, with their advocacy of an "aesthetic revolution," equality for women and Jews, and a holistic relationship to nature. Later, some of the first feminists (Caroline Schlegel-Schelling, Bettina Brentano von Arnim) worked side-by-side with authors who essentialized women into primal lures and primal threats (Ludwig Tieck, Joseph von Eichendorff). One of the most famous Romantics of all, E. T. A. Hoffmann, combined high irony and a penchant for the irrational in his fascinating works. This course will explore the paradoxes of German Romanticism through close readings of aphorisms, stories, fairy tales, poetry, essays, and music.

Requirements/Evaluation: intensive participation, frequent written responses, two shorter papers to be written in stages, and a longer final project

Prerequisites: GERM 202 or the equivalent

Enrollment Limit: none

Enrollment Preferences: German students

Expected Class Size: 8

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: The course will involve intensive work with writing analytical papers, including short responses to most texts, two papers that will be written in stages, and a longer final project that will include work shopping drafts in tutorial format

Spring 2020

SEM Section: 01 MR 1:10 pm - 2:25 pm Gail M. Newman

GERM 334 (S) Playing with Language in Austrian Literature: Interpretation, Translation, Writing (WS)

In his *Chandos-Brief*, Hugo von Hofmannsthal famously details a writer's crisis of language, in the process creating, ironically, a stunningly beautiful piece of linguistic art. Since 1902, when Hofmannsthal presented his paradoxical fictional manifesto, language has preoccupied many Austrian writers. This course will provide the opportunity to explore the intricacies of the German language via three routes: the study and interpretation of Austrian short stories from the twentieth and twenty-first centuries, experiments with translating poetry and prose from German to English, and creative writing in German. The latter will take place in the context of workshops with the contemporary Austrian writer Gabriele Petricek, who will spend two weeks in Williamstown as a Writer-in Residence. In addition to Hofmannsthal, authors read might include Arthur Schnitzler, Joseph Roth, Franz Kafka, Ingeborg Bachmann, Ilse Aichinger, Ernst Jandl, Elisabeth Reichart, and Gerhard Roth.

Requirements/Evaluation: active class participation, two 3- to 5- page analytical papers, one short translation plus a discussion of translation process, one short creative piece

Prerequisites: GERM 202 or the equivalent

Enrollment Limit: none

Enrollment Preferences: German majors and other serious students of German

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Two analytical papers, both revised; one translation, including a written reflection on process, and a workshopped creative piece. All writing in German.

Spring 2020

SEM Section: 01 Cancelled

GERM 339 (F) Posthuman Ecologies: Bodies, Environments, Art (DPE) (WS)

Cross-listings: ENVI 340 GERM 339 COMP 339

Primary Cross-listing

What is it that makes us human? Or, to paraphrase the philosopher Donna Haraway, what if we have never been human at all? One of the central arguments of posthumanist theory is that the human being is not, as traditionally assumed, an individual, fixed subject in full control over its actions. Rather, we emerge only through our connections and interdependencies with others. The networks that shape us are both organic and inorganic; they include "nature," the microbial ecologies of our bodies, affective landscapes, and social and cultural constructs. Over the course of the semester, we will analyze how such networks fashion our humanity with the help of literature, film, and theory. Among other things, we will consider the queer ecologies of android bodies, probe the subversive potential of the cyborg in relation to questions of disability, and think about what it means to be human in the Anthropocene. Texts will include Sasa Stanisic, Yoko Tawada, Olga Tokarczuk, Franz Kafka, Octavia Butler, Donna Haraway, Jacques Derrida, and Theodor W. Adorno; films will include *Mad Max: Fury Road*, *Metropolis*, *Ex-Machina*, and episodes of *West World* and *Black Mirror*.

Requirements/Evaluation: four 1-page critical response papers over the course of the semester, oral presentation, creative final project with 4-page self-analysis

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 340 (D1) GERM 339 (D1) COMP 339 (D1)

Writing Skills Notes: The 1-page papers will help students refine their argumentative skills; they will essentially contain all elements of a longer paper

in miniature and provide a focused space on which to practice crafting convincing arguments. I will give students detailed feedback on these short papers. The final self-analysis will apply these skills to the student's own work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: The questions of ecology discussed in this course are inherently questions of power: power over the natural environment, power over our own bodies and those of others, both human and nonhuman, power over resources. We will consider how the very concept of "the human" facilitates such power structures, and acquire theoretical tools to help us rethink human being beyond such coercive relations.

Fall 2019

SEM Section: 01 Cancelled

HIST 103 (F) Growing up in Africa/Growing up African (DPE) (WS)

Most African nations today are youthful: while the median age in the United States is 38 years, the median age on the African continent is just 19. Young Africans are portrayed both outside and inside the continent in strikingly contradictory ways: as victims of oppression, dangerous threats to social order, or the saviors of their society. But beyond these stereotypes, what is it like to be young in Africa? This tutorial introduces students to the extremely diverse experiences of childhood and adolescence across the continent, from the 1800s to the present. We will draw on scholarly research as well as novels and biographies. In particular, the course focuses on how young Africans have boldly responded to dominant expectations about their gender formation, sexuality, and their relationship to authority--responses which have often provoked broader social conflicts. The first half of the class examines examples of the lives of children and adolescents born during the eras of slavery, colonial rule and apartheid, and how those institutions changed previous relationships between African youth and their elders. The second half of the course considers attempts by post-colonial African state leaders to mobilize "the youth" as nation builders and manage their behaviors since the 1950s--and how young Africans have reacted. In the class, we will also consider how migration and emigration have impacted Africans' experiences of growing up outside their home communities. Throughout the semester, students will track how the definition of childhood, adulthood, and intermediary statuses (e.g. youth), has differed across time and place, while also reflecting on how they perceive their own process of "growing up."

Requirements/Evaluation: five tutorial papers (5 pages each) and five short response papers (2 pages each), alternating each week; one paper will be revised and resubmitted

Prerequisites: first-years and sophomores

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with permission of instructor

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Every week one student will produce an argument-driven essay (~5 pages) on the assigned reading, while the other student will write a 2- to 3-page response. These roles will swap weekly. Instructor will provide regular feedback on argument, content, and structure of the essays and students will choose one essay to revise for resubmission at the end of the semester.

Difference, Power, and Equity Notes: The course looks at how people in Africa have been subject to various forms of social control because of their status as children or youth. At the same time, the examples studied emphasize the creative and powerful ways that young Africans have defined their lives in opposition to various structures of power. The struggles we will examine take place because of differences in age, but also of marital status, social background, class, gender, and race.

Attributes: HIST Group A Electives - Africa

Fall 2019

TUT Section: T1 TBA Matthew Swagler

HIST 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Primary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with

the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

HIST 115 (F) The World of the Mongol Empire (WS)

Cross-listings: HIST 115 ASST 115

Primary Cross-listing

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

Requirements/Evaluation: active participation in discussion, several short papers, and a final research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 115 (D2) ASST 115 (D2)

Writing Skills Notes: Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2019

HIST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: GBST 117 HIST 117 ASST 117

Primary Cross-listing

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

Writing Skills Notes: Weekly reading response (less than 1000 words), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills.

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2020

SEM Section: 01 MW 11:00 am - 12:15 pm Friday Org Mtg 11:00 am - 12:15 pm Aparna Kapadia

HIST 134 (S) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for the East and Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; final research paper

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Alexandra Garbarini

HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)

Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Requirements/Evaluation: participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)

Prerequisites: first-year or sophomore standing

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not taken a 100-level seminar

Expected Class Size: 15-19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two document analyses (750 words) and two guided research essays (5 pages), all of which will be letter-graded and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus and a rough draft will be required in advance of submission of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Chris Waters

HIST 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: HIST 140 RUSS 140

Primary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 140 (D2) RUSS 140 (D1)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

TUT Section: T1 TBA Yana Skorobogatov

HIST 143 (F) Soccer and History in Latin America: Making the Beautiful Game (WS)

This course examines the rise of soccer (*fútbol/futebol*) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

Requirements/Evaluation: class participation, a series of short papers, and an 8- to 10-page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write three 3-page papers on set topics. They will revise the first of these. Topics involve interpreting different kinds of sources as well as conflicting arguments. They will also write an 8- to 10-page research paper, with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Fall 2019

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and

rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

HIST 155 (F) School Wars (WS)

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

TUT Section: T1 TBA Sara Dubow

TUT Section: T2 TBA Sara Dubow

HIST 156 (F) The Manifesto in U.S. Politics (WS)

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across different historical junctures in the U.S., frequent short essay assignments, and an original research project of students' own choosing.

Requirements/Evaluation: three graded essays (3-5 pages each), handed in as drafts, given comments, with time for revision; 3-5 ungraded assignments; one graded, final research paper (6-8 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will alternate doing short graded and ungraded assignments in the first eight weeks of the class: the three graded assignments (3-5 pages in length) each will involve first a draft, and then a revision based on comments; the 3-5 ungraded assignments are either informal responses to the reading or discussion questions. Students also will write their own manifestos. The last month will focus on gaining the library skills to do a small research project (6-8 pages).

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Karen R. Merrill

HIST 157 (S) 1960s and U.S. History (WS)

Cross-listings: HIST 157 AMST 157

Primary Cross-listing

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

Requirements/Evaluation: two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation

Prerequisites: first-years

Enrollment Limit: 19

Enrollment Preferences: first-years

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 157 (D2) AMST 157 (D2)

Writing Skills Notes: Precs and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)

Cross-listings: AMST 163 HIST 163

Primary Cross-listing

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

Class Format: discussion

Requirements/Evaluation: active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 163 (D2) HIST 163 (D2)

Writing Skills Notes: Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

Difference, Power, and Equity Notes: This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2020

SEM Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

HIST 165 (F) The Age of McCarthy: American Life in the Shadow of the Cold War (WS)

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Requirements/Evaluation: class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write several short essays (2-4 pages each) as well as a final research paper (10-12 pages). Over the course of the semester, students will submit a research proposal as well as several working drafts of the final research paper. These drafts will be discussed in small group workshops, including the professor. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2019

SEM Section: 01 TR 9:55 am - 11:10 am Jessica Chapman

HIST 167 (F) Let Freedom Ring? African Americans and Emancipation (WS)

Cross-listings: AMST 167 AFR 167 HIST 167

Primary Cross-listing

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Requirements/Evaluation: research paper, short writing assignments, class participation

Prerequisites: first-years and sophomores

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 167 (D2) AFR 167 (D2) HIST 167 (D2)

Writing Skills Notes: Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2019

SEM Section: 01 W 7:00 pm - 9:40 pm Gretchen Long

HIST 303 (F)(S) Against the Grain: The Counternarratives of Historical Fiction in the Arab World (DPE) (WS)

Cross-listings: HIST 303 ARAB 329

Secondary Cross-listing

In 2011, a few months after the large scale protests in Egypt that led to Mubarak's forced abdication of power, a story circulated in social media that was then picked up by traditional media about the fabrication of a key image that goes back to the 1973 war. Every October on the annual anniversary of the war, pictures reappeared in the media, commemorating the event. A widespread one was one of Mubarak, then a major general in the army and commander of the air force, standing right next to al-Sadat looking lost in thought, while everyone else is focused on al-Sadat as he explains routes and war plans on the maps in front of them. The image had been photoshopped. Sa'd al-Shathl' who was chief of staff during the 1973 war was "airbrushed out of history" to be replaced by Mubarak in the photo, allowing for an altered historical narrative about each man's respective role and importance. Because of such incidents, the difficulty or impossibility of accessing "official" archives and the control of historical narratives by the state, historical fiction as a genre is of added significance in the Arab world. In this course, we will be examining eight works of Arabic historical fiction in translation, transregionally from the late nineteenth century to the present, with a focus more on the last few decades. Historical fiction will be examined both as *epistémê* and as *technê* to explore its associated aesthetics and incorporation of different archives, documents and forms. We will be exploring the possibility of considering historical fiction as an alternative archive that opens up new definitions and forms of experiences, community and subjectivity instead of the traditional narrative of the nation-state. Alongside the novels that will vary from a whodunnit in contemporary Lebanon (*The Mehlis Report* by Rabee Jaber) to a work that is about the fall of Granada in 15th century Spain (*Granada* by Radwa Ashour), we will be reading theoretical texts alongside the novels.

Requirements/Evaluation: participation and engagement with material in class: 30%; four 5 page papers: 20%; presentations/debates: 15%; midterm term project: 15%; end of term paper: 20%

Prerequisites: statement of interest

Enrollment Limit: 19

Enrollment Preferences: Arabic Studies majors and certificate students

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 303 (D2) ARAB 329 (D1)

Writing Skills Notes: Four 5-page papers long papers evenly spaced through the semester, a mid-term project and a research paper 10 pages long.

Difference, Power, and Equity Notes: The course aims to engage with how historical narratives have traditionally privileged those who have power, and thus see literary texts as an alternative archive that allows for counter narratives that show an array of experiences and redefinition of subjectivity and community outside of the traditional paradigm of the nation state and which allows the dismantling of the monolithic presentation of historical narratives in and of the Arab world.

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Radwa M. El Barouni

HIST 311 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including

France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

HIST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Secondary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely

comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

HIST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 JWST 434

Primary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 434 (D2) REL 335 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alexandra Garbarini

HIST 457 (S) Floridas (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the

largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

Requirements/Evaluation: class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: seniors and History majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2020

SEM Section: 01 Cancelled

HIST 484 (F) The Second World War: Origins, Course, Outcomes, and Meaning (WS)

1991 marked the 50th anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes. This tutorial will concentrate on important questions and issues that arise from a study of WWII. What were the origins of this central event of the 20th century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different? Many of the topics examined will also have to deal with important questions of human responsibility and the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified? By the end of this tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war, and also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved.

Requirements/Evaluation: will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor; students not presenting an essay have the responsibility of critiquing the work of their colleague

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: junior and senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will present 7 double-spaced pages every other week and a 7-10 page final written exercise. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2019

TUT Section: T1 TBA James B. Wood

HIST 485 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485 PSYC 158

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHIL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

HIST 487 (S) Archive Stories (WS)

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a

celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

Requirements/Evaluation: each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

Prerequisites: open to all junior and senior History majors and others with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group G Electives - Global History

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Chris Waters

HIST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Primary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

JLST 272 (F) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Melissa J. Barry

JWST 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which

historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that led to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)

Cross-listings: COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

Requirements/Evaluation: three 2-page critical responses, oral presentation, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: German and Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

Writing Skills Notes: Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Fall 2019

SEM Section: 01 Cancelled

JWST 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: JWST 339 PSCI 339

Secondary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 339 (D2) PSCI 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2019

TUT Section: T1 TBA Laura D. Ephraim

JWST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 JWST 434

Secondary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 434 (D2) REL 335 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alexandra Garbarini

JWST 495 (F) Memoirs, Memory and the Modern Jewish Experience (DPE) (WS)

Cross-listings: HIST 495 JWST 495

Secondary Cross-listing

Memoirs have proven to be an increasingly important source for Jewish historians, and particularly for those interested in the impact of modern society on Jewish identity. This tutorial will consider modern Jewish history by focusing on such individual voices. By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as Europe, the United States, Latin America, and the Middle East, we will consider how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. In each case, we will ask such questions as: How does the role/importance of religion and ritual shift over time and place? How does the surrounding society shape the author's sense of self and his/her place in society? Similarly, we will consider the impact of economic, occupational, and political factors on understandings of Jewish identity as well as the impact of gender and generational splits on such understandings. In broad terms we will question what (if anything) links the different individuals under study. In other words, is there something about Jewish identity that transcends the historical specificity of the author's setting? Throughout the course, we will also consider how a memoir can be used as an historical source. Can we generalize from individual experience, and if so how do we reconcile contradictions among the multiple voices?

Requirements/Evaluation: each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks); there will be one final 10-page paper

Prerequisites: none

Enrollment Limit: 6

Enrollment Preferences: upperclass students, History majors and Jewish Studies concentrators, or those with documented academic interests in the

subject matter

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 495 (D2) JWST 495 (D2)

Writing Skills Notes: Each student will write and present orally a 3- to 5-page response paper on the assigned readings of the week (alternating weeks). There will be one final 10-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: As a course that focuses on the Jewish experience, this course will consider (among other things) issues of race, ethnicity, "passing", and pressures to adapt to majority cultures.

Attributes: HIST Group G Electives - Global History JWST Core Electives

Fall 2019

TUT Section: T1 TBA Maud Mandel

LEAD 314 (S) How Change Happens in American Politics (WS)

Cross-listings: LEAD 314 PSCI 314

Secondary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites: previous course in American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314 (D2) PSCI 314 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole E. Mellow

LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)**Cross-listings:** LEAD 332 PSCI 332**Secondary Cross-listing**

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper**Prerequisites:** none**Enrollment Limit:** 14**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators**Expected Class Size:** 14**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

LEAD 360 (F) The Political Thought of Frantz Fanon (WS)**Cross-listings:** LEAD 360 PHIL 360 PSCI 370 AFR 360**Secondary Cross-listing**

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors**Expected Class Size:** 10**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

MAST 352 (F)(S) American Maritime History (DPE) (WS)

Cross-listings: HIST 352 MAST 352

Primary Cross-listing

This course surveys American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. Special emphasis will be placed on how diverse peoples shaped and experienced America's maritime past. We will sample from different fields of historical inquiry including labor, environmental, cultural, political, technological, and energy history in order to gain a deeper understanding of America's maritime heritage.

Class Format: classroom discussion as well as field seminars

Requirements/Evaluation: class participation, weekly response papers, three longer papers

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Grading: no pass/fail option, no fifth course option

Unit Notes: offered only at Mystic Seaport

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 352 (D2) MAST 352 (D2)

Writing Skills Notes: Students must complete weekly 1-page papers, two 5-page papers, and a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques that cover argument and style. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Maritime activity has long provided opportunities for some while burdening others with tremendous costs. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2019

SEM Section: 01 TBA Alicia C. Maggard

Spring 2020

SEM Section: 01 TBA Alicia C. Maggard

MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

Cross-listings: MAST 402 ENVI 412

Secondary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and/or the sciences to exchange ideas across these disciplines. Over the

course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Requirements/Evaluation: active participation, discussion leading, several smaller assignments and multi-step capstone project

Prerequisites: declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

Enrollment Limit: 14

Enrollment Preferences: Environmental Studies majors and concentrators, Maritime Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Unit Notes: required course for students wishing to complete the Maritime Studies concentration

Distributions: No divisional credit (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MAST 402 No divisional credit ENVI 412 No divisional credit

Writing Skills Notes: This course is focused on building up cross-disciplinary writing and communication skills. In addition to 3 short writing assignments, there will be a scaffolded capstone project through which emphasis will be placed on honing writing skills, including for different audiences, and there will be opportunities to revise and resubmit work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENVI Core Courses EVST Core Courses EVST Senior Practicum

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Pia M. Kohler

SEM Section: 02 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Pia M. Kohler

MUS 222 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)

Cross-listings: AFR 223 MUS 222

Primary Cross-listing

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

Class Format: this class places a strong emphasis on discussion

Requirements/Evaluation: in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

Prerequisites: some familiarity with music terminology encouraged

Enrollment Limit: 15

Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 223 (D1) MUS 222 (D1)

Writing Skills Notes: Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

Difference, Power, and Equity Notes: Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as

the politically disempowered, and music's role in conflict resolution.

Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Corinna S. Campbell

MUS 272 (S) Music and Meaning (WS)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"--patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we glean the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: during the first and last weeks of the semester, students will attend two group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour session at a mutually convenient time

Requirements/Evaluation: students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses

Prerequisites: ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: sophomores and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions, comments on the papers, and opportunities for revision, the course will place strong emphasis on developing students' critical thinking and writing skills.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Marjorie W. Hirsch

MUS 279 (S) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm W. Anthony Sheppard

MUS 474 (S) Music and Corporeality (WS)

Music is often said to derive its own special quality from the fact that it exists outside of visual representation and is not contained within a physical form, yet musical sound and practice are created through and act upon bodies in numerous ways. This course aims to address how music and bodies shape and respond to one another. Drawing from sources across musical sub-disciplines and extending to fields including cognitive science, sound studies, performance studies, and anthropology, we will follow four lines of inquiry related to music and corporeality: Embodied practices: techniques and pedagogies in performance and in listening (including praxis [Bourdieu], Deep Listening [Oliveros, Becker], Alexander Technique); Music's physical effects and affects: pleasure and pain, the vocalic body [Bonefant, Connor], cognitive processes; Ideological moves: questioning the universality of music and of bodies (including works by Blacking, Miller, and Geurts); Music and bodies at their limits: cyberfeminism, futurism, disembodiment, ecstasy, questions of artificiality/virtuality. Musical examples will be drawn from classical and popular sources from Euro/American idioms and beyond, predominantly from the late 20th and 21st centuries.

Requirements/Evaluation: midterm project, final paper (including rough draft and final copy) and presentation, intermittent 1- to 3-page papers and exercises

Prerequisites: familiarity with music terminology and the ability to read music notation is expected; questions can be directed to the instructor

Enrollment Limit: 12

Enrollment Preferences: senior and junior Music majors

Expected Class Size: 8

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: This course culminates in a final presentation and paper, meant to showcase the student's critical achievements, including their ability to formulate and substantiate their argument. Assignments and exercises throughout the course are aimed at honing students' ability to write and present effectively.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Corinna S. Campbell

NSCI 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic

pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

PHIL 115 (F)(S) Personal Identity (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy: metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. Conceptions of person are equally important for scientific research programs (especially in psychology), for Law, and for the arts (especially mimetic arts). Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? What makes me the particular person that I am, and how is my identity as this individual person preserved over time? While addressing these questions through lectures and class discussions, the course will place special emphasis on developing students' intellectual skills in the following domains: - close, analytical reading; - recognizing, reconstructing and evaluating claims and reasons that support them; - producing original ideas and arguments, orally and in writing; - responding to the claims and arguments presented in texts and in class; - writing clear, polished, well-argued papers.

Class Format: discussion

Requirements/Evaluation: class attendance, preparedness and participation; small group weekly meetings; weekly short writing assignments

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a short paper (about 800 words) every week. Six of these will be letter-graded, and six will be graded

pass/fail. All papers will receive detailed comments on substance as well as on writing skills and strategies. There will be no final paper.

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Bojana Mladenovic

Spring 2020

SEM Section: 01 MW 7:00 pm - 8:15 pm Thursday Org Mtg 7:00 pm - 7:25 pm Bojana Mladenovic

PHIL 119 (S) Justice, Democracy and Freedom: Plato with Footnotes (WS)

This course addresses a central question in both ethics and political philosophy: How should we live? The question has two parts: What is the best life for individuals? And what social and political arrangements make such a life possible? In attempting to answer these questions we also engage related theoretical questions concerning what is real and how we have access to it. We begin with readings from Plato's *Republic*, a seminal work in the history of philosophy that has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. After reading from early Platonic dialogues and the *Republic*, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato") and the challenges they present to Plato's conclusions. Our principal focus will be on issues that continue to be of paramount importance in the world today, namely, democracy, justice and the meaning of freedom.

Requirements/Evaluation: eight 2-page response papers based on readings (first three are pass/fail), two five-page papers, and class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: none, open to all students

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Professor will provide detailed comments on short and long writing responses; facilitate peer review of short papers in class; and discuss frequent types of errors, writing in philosophy, writing approach and process, drafting, and the importance of using writing tutors. Handouts will be provided on both informal fallacies and numerous writing tips. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Jana Sawicki

PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, capital punishment, and the ethics of protest. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

Requirements/Evaluation: bi-weekly tutorial papers, oral commentaries, and tutorial discussion

Prerequisites: none; this course is suitable for first-year students

Enrollment Limit: 10

Enrollment Preferences: first-year students, then sophomores, then Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Fall 2019

TUT Section: T1 TBA Julie A. Pedroni

PHIL 123 (F)(S) Objectivity in Ethics (WS)

Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Requirements/Evaluation: participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores and students who need to fulfill their 100-level requirement for the philosophy major

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 TR 11:20 am - 12:35 pm Melissa J. Barry

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm Melissa J. Barry

PHIL 125 (F) Introduction to the Philosophy of Law (WS)

This tutorial, designed especially for first year students, is a philosophy course, not a prelaw course. We will examine basic questions in the philosophy of law: What is the relationship between law and morality? Why should one obey the law (if one should)? When, if ever, is paternalistic interference by the state into the lives of its citizens justified? We will look at civil disobedience and theories of legal interpretation. We will pay special attention to the first amendment and questions concerning free speech and hate speech. We will read classic works (such as John Stuart Mill, On Liberty and H. L. A. Hart, The Concept of Law), contemporary articles, and United States Supreme Court cases.

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

TUT Section: T1 TBA Steven B. Gerrard

PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL, PHLH or STS majors or concentrators, especially those who need the course to complete their majors/concentrations; and students committed to taking the tutorial

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 9:00 pm - 9:30 pm Julie A. Pedroni

PHIL 224 (S) Marx, Nietzsche and Freud (WS)

The writings of Marx, Nietzsche and Freud continue to influence important debates in the humanities and social sciences. Marx's historical materialism, Nietzsche's post-metaphysical and naturalistic turn in ethics, and Freud's emphasis on the unconscious determinants of human behavior all represent what has been referred to as the decentering of human consciousness in explanations of human history and existence. All three thinkers have had a profound influence on critical theories of the 20th century. In this tutorial, we will focus on questions concerning their methods of critique, and their respective diagnoses of modern culture and societies. All three attempt to explain particular sources of human suffering such as loss of meaning, the sense of alienation from self and others, constraints on free expression, and nihilistic world-weariness. The course texts may include several short selections from important historical influences such as Kant and Hegel as well as 20th century figures who have reacted to, revised, or responded to them in creative ways. Among the latter one could include Louis Althusser, Michel Foucault, Gilles Deleuze, Jacques Lacan, Luce Irigaray, Judith Butler, Wendy Brown, Elizabeth Grosz and Peter Sloterdijk, to name only a few.

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: 100-level Philosophy course, PHIL 202, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in critical theories

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers on assigned topics or questions of 5- to 6-pages in length, one of which they will revise and submit at the end of the term. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Jana Sawicki

PHIL 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Primary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Environmental Policy EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Julie A. Pedroni

PHIL 250 (F) Philosophy of Economics (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Alan White

PHIL 272 (F) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2019

TUT Section: T1 TBA Melissa J. Barry

PHIL 281 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Primary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Melissa J. Barry

PHIL 310 (F) Wittgenstein's Later Philosophy (WS)

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology, Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: two Philosophy courses

Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Attributes: Linguistics PHIL History Courses

Fall 2019

TUT Section: T1 TF 1:10 pm - 2:25 pm Bojana Mladenovic

PHIL 321 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Primary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its

inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

PHIL 360 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written

feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

PHLH 220 (F) International Nutrition (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.

Attributes: PHLH Nutrition, Food Security+Environmental Health

Fall 2019

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

POEC 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ECON 214 ENVI 212

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: meetings with the instructor in pairs for one hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ECON 214 (D2) ENVI 212 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Ralph M. Bradburd

POEC 250 (F) Economic Liberalism and Its Critics (WS)

Cross-listings: POEC 250 ECON 299 PSCI 238

Primary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250 (D2) ECON 299 (D2) PSCI 238 (D2)

Writing Skills Notes: Students write at least eight 650-word graded reaction papers, across twelve weekly opportunities, during the semester. An instructor meets with each student after the first few weeks to go over their work and to discuss methods of composition.

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

PSCI 208 (F) Wealth in America (WS)

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Requirements/Evaluation: four 5-page papers and a final 10-page paper that is a revision and extension of a short paper

Prerequisites: none; not suitable for first-year students

Enrollment Limit: 19

Enrollment Preferences: Political Science majors with concentration in American politics and Political Economy majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: American concentration

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, peer review, and a revision of extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2019

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

PSCI 238 (F) Economic Liberalism and Its Critics (WS)

Cross-listings: POEC 250 ECON 299 PSCI 238

Secondary Cross-listing

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: discussion

Requirements/Evaluation: eight short essays, several short homework assignments, and a final exam

Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

Enrollment Limit: 35

Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major

Expected Class Size: 35

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 250 (D2) ECON 299 (D2) PSCI 238 (D2)

Writing Skills Notes: Students write at least eight 650-word graded reaction papers, across twelve weekly opportunities, during the semester. An instructor meets with each student after the first few weeks to go over their work and to discuss methods of composition.

Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2019

LEC Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija, James E. Mahon

PSCI 248 (F) The USA in Comparative Perspective (WS)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores and students who have been denied enrollment in the course previously

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Fall 2019

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the concept of power; from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

PSCI 314 (S) How Change Happens in American Politics (WS)

Cross-listings: LEAD 314 PSCI 314

Primary Cross-listing

Does the rise of Donald Trump signal something new in the U.S.? How unprecedented is the current political moment? What might we expect to come next? From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar

Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation

Prerequisites: previous course in American politics or American history

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 314 (D2) PSCI 314 (D2)

Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Spring 2020

SEM Section: 01 MR 2:35 pm - 3:50 pm Nicole E. Mellow

PSCI 332 (F) New York City Politics from the Blackout to Bloomberg (WS)

Cross-listings: LEAD 332 PSCI 332

Primary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

Requirements/Evaluation: active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 332 (D2) PSCI 332 (D2)

Writing Skills Notes: Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses PSCI Research Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Mason B. Williams

PSCI 339 (F) Politics in Dark Times: Hannah Arendt (WS)

Cross-listings: JWST 339 PSCI 339

Primary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through—and reflected deeply on—two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities—as some recent commentators have—that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

Requirements/Evaluation: five 5-page papers; five 2-page responses; a final revision of a prior paper; participation

Prerequisites: a prior course in political theory, philosophy, or critical theory, or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Political Theory concentrators, Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 339 (D2) PSCI 339 (D2)

Writing Skills Notes: You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). This feedback will inform the revision you submit at the end of the semester of a paper of your choosing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2019

TUT Section: T1 TBA Laura D. Ephraim

PSCI 349 (S) Cuba and the United States (WS)

With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

Prerequisites: any course on Latin America or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Spring 2020

TUT Section: T1 TF 2:35 pm - 3:50 pm James E. Mahon

PSCI 370 (F) The Political Thought of Frantz Fanon (WS)

Cross-listings: LEAD 360 PHIL 360 PSCI 370 AFR 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination

of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Requirements/Evaluation: attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 360 (D2) PHIL 360 (D2) PSCI 370 (D2) AFR 360 (D2)

Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Neil Roberts

PSYC 158 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485 PSYC 158

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHIL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

PSYC 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)

Cross-listings: CHIN 134 REL 134 ANTH 134 COMP 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely

separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 134 (D1) REL 134 (D2) ANTH 134 (D1) COMP 134 (D1)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Christopher M. B. Nugent

REL 210 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages (WS)

Cross-listings: REL 210 ARAB 212 ARTH 212

Secondary Cross-listing

In this tutorial, students will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Together, through open discussion, we will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: participation in discussion; five 5-7-page tutorial papers (one of which will be revised as a final writing assignment); five 1-2-page response papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 210 (D2) ARAB 212 (D1) ARTH 212 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Peter D. Low

REL 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Primary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

REL 268 (S) Where are all the Jews? (DPE) (WS)

Cross-listings: JWST 268 ARAB 363 COMP 363 REL 268 HIST 311

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a

socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their sudden disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, historiographical works, ethnographies, and anthropological texts alongside films and documentaries, the students will understand how literature and film have become a locus in which historiographical amnesia about Arab/Berber Jews is actively contested by recreating a bygone world, which, until fairly recently, both Jews and Muslims occupied and negotiated successfully for millennia. Reading against both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

Requirements/Evaluation: 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

JWST 268 (D1) ARAB 363 (D1) COMP 363 (D1) REL 268 (D1) HIST 311 (D2)

Writing Skills Notes: Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

Attributes: JWST Core Electives

Spring 2020

SEM Section: 01 Cancelled

REL 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

REL 302 (S) Philosophy of Religion (WS)

Cross-listings: PHIL 281 REL 302

Secondary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Melissa J. Barry

REL 335 (S) The Meaning of Diaspora and the Jews of Europe (WS)

Cross-listings: HIST 434 REL 335 JWST 434

Secondary Cross-listing

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

Requirements/Evaluation: class participation, several short papers, oral presentations, and a 20-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: History majors and Jewish Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 434 (D2) REL 335 (D2) JWST 434 (D2)

Writing Skills Notes: Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2020

SEM Section: 01 M 7:00 pm - 9:40 pm Thursday Org Mtg 7:00 pm - 7:25 pm Alexandra Garbarini

REL 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Primary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew

REL 374 (S) Mysticism: Vision, Writing, History (WS)

Cross-listings: ENGL 374 REL 374 COMP 352

Secondary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

Requirements/Evaluation: biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Enrollment Preferences: English majors and those intending to major in English

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 374 (D1) REL 374 (D2) COMP 352 (D1)

Writing Skills Notes: This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

TUT Section: T1 TBA Emily Vasiliauskas

RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry and drama from Latin America and Spain. Conducted in Spanish. This course is writing intensive because the techniques of planning, writing, and revising essays will all be extensively discussed and put into practice.

Class Format: mixture of lecture, discussion, and writing workshop

Requirements/Evaluation: assignments will include three 5-page essays, a number of shorter papers, and occasional discussion-leading as well as consistent preparation and class participation

Prerequisites: RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students who are considering the major in Spanish

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Our commitment to the formal analysis of literature in Spanish lends itself to a sustained and focused attention to student writing. As we learn to analyze works of literature, we will bring our attention to questions of rhetoric, style and structure to bear on our own writing also. Papers will be "work-shopped" throughout the semester; students will also practice peer-editing in pairs. Students will also receive extensive feedback from the professor with the goal of strategic revision.

Spring 2020

SEM Section: 01 MWF 9:00 am - 9:50 am Jennifer L. French

RLSP 251 (F) Somos Sur: US-Mexico-Central American Borderlines (WS)

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission of the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Fall 2019

LEC Section: 01 MR 1:10 pm - 2:25 pm Roxana A. Blancas Curiel

RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their

intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

Requirements/Evaluation: essays, oral presentation, participation

Prerequisites: RLSP 105, placement exam results, permission from the instructor or the Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

Attributes: FMST Related Courses

Spring 2020

LEC Section: 01 W 7:00 pm - 9:40 pm Thursday Org Mtg 6:30 pm - 6:55 pm Roxana A. Blancas Curiel

RUSS 140 (S) Crime and Punishment in Russian History (WS)

Cross-listings: HIST 140 RUSS 140

Secondary Cross-listing

For centuries, people have used crime in Russia and the Russian state's response to crime as lenses through which to examine Russian history and the Russian experience. This tutorial will follow in this tradition, but will adopt a more critical approach to question how or if crime and deviance can speak to the nature of the Russian state and its relationship to Russian society writ large. To answer this question, we will read a combination of original historical sources and recent scholarship that cover the entirety of Russian history: from the creation of the first legal code in Medieval Muscovy to the publication of Alexander Solzhenitsyn's Gulag Archipelago in 1962 and beyond. By semester's end, students will have developed an understanding of both the major historical actors and events in Russian criminal and legal history, and the intellectual debates that they sparked among contemporaries and present day scholars alike.

Requirements/Evaluation: a student either will write and present orally a 3- to 5-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 140 (D2) RUSS 140 (D1)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partners' papers. As the final assignment, each student will revise one of their five papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2020

TUT Section: T1 TBA Yana Skorobogatov

RUSS 219 (F) Cults of Personality (WS)

Cross-listings: RUSS 219 COMP 215

Primary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany, Italy, and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 219 (D1) COMP 215 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2019

TUT Section: T1 TBA Julie A. Cassidy

STS 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: STS 153 ENGL 153

Secondary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways. Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153 (D1) ENGL 153 (D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students

will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2020

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLIST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

STS 269 (F)(S) Mindsight: Mindfulness and Medicine (DPE) (WS)

Cross-listings: REL 269 STS 269 ANTH 269 ASST 269

Secondary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were

introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ANTH 269 (D2) ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2019

TUT Section: T1 TBA Kim Gutschow

Spring 2020

TUT Section: T1 Cancelled

STS 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2019

TUT Section: T1 TBA Noah J. Sandstrom

Spring 2020

TUT Section: T1 Cancelled

THEA 125 (F) Theater and Politics (WS)

Cross-listings: THEA 125 ENGL 125

Secondary Cross-listing

When Plato designed his ideal republic, he excluded theater from it, arguing that indulging in the charms of theatrical representation would make men poor governors of themselves and thus threaten the integrity of fledgling Greek democracies. In the twentieth-century, however, the work of younger artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud provocatively suggested that theater itself could remedy the ills that Plato thought it aggravated by restoring to the people the productive power that the passively on-looking masses had ceded to the charisma of dictators. Today, as rapid changes in media daily transform the way in which we experience the world and understand our place within it, artists, critics, and philosophers continue to draw on the terms of historical debates about theater in attempts to understand the political significance of technologically enhanced forms of global spectatorship, asking what becomes of the traditional roles of viewers and directors on the new world-stage, in an age when revolutions are triggered by cell phone images, but advertising campaigns are also customized to consumers based on automated scans of private information like email. In this seminar, students take a historical approach to these urgent contemporary questions, analyzing the politics of theater in literature, criticism, film, and philosophy from antiquity to the present.

Requirements/Evaluation: three papers of increasing length and complexity, one of which you will revise, totaling 20 pages of finished writing, and a portfolio of interpretive questions

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 125 (D1) ENGL 125 (D1)

Writing Skills Notes: The seminar includes extensive discussion of writing strategies throughout, frequent writing assignments, substantive feedback on writing assignments, and revision in response to that feedback.

Fall 2019

SEM Section: 01 MWF 11:00 am - 12:15 pm Walter Johnston

THEA 320 (S) Marlowe and Shakespeare (WS)

Cross-listings: ENGL 320 THEA 320

Secondary Cross-listing

In 1586, at the age of twenty-three, Christopher Marlowe wrote *Tamburlaine the Great*. Over the next six years—probably while moonlighting as a

government spy-he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this class we will read Marlowe's *Edward II*, the first popular history play in English, and Shakespeare's *Richard II*; *The Jew of Malta* and *The Merchant of Venice*; *Doctor Faustus* and *Macbeth*. We will look at ways in which Marlovian preoccupations-with lurid violence, with debasement, with self-invention-resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness-shared to varying degrees with an audience-affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Julia Lupton and Stephen Greenblatt.

Requirements/Evaluation: two 5- to 7-page papers; a ten page final paper

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 20

Enrollment Preferences: English majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 320 (D1) THEA 320 (D1)

Writing Skills Notes: Two 5- to 7-page papers. A 10-page final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ENGL Literary Histories A

Spring 2020

SEM Section: 01 MWF 11:00 am - 12:15 pm John E. Kleiner

WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215 WGSS 110 HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1 TBATHursday Org Mtg 8:30 pm - 9:00 pm Magnús T. Bernhardsson

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113 AMST 113 WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2019

SEM Section: 01 MWF 8:30 am - 9:45 am Bethany Hicok

WGSS 132 (F) Black Writing To/From/About Prison (DPE) (WS)

Cross-listings: WGSS 132 ENGL 132

Secondary Cross-listing

This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like *If They Come in the Morning* and *Captive Genders: Trans Embodiment and the Prison Industrial Complex*; autobiographies like that by Malcolm X, Walidah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

Class Format: discussion, engagement with guest speakers, engagement with Special Collections

Requirements/Evaluation: four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

Enrollment Limit: 19

Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 132 (D1) ENGL 132 (D1)

Writing Skills Notes: Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of

targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

Difference, Power, and Equity Notes: This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self-determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

Attributes: ENGL Literary Histories C

Fall 2019

SEM Section: 01 MW 7:00 pm - 8:15 pm Ianna Hawkins Owen

WGSS 139 (S) Living a Feminist Life (DPE) (WS)

Cross-listings: WGSS 139 ENGL 139 COMP 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation: five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 139 (D1) ENGL 139 (D1) COMP 139 (D1)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01 Cancelled

WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)

Cross-listings: HIST 152 WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War,

and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation: a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Sara Dubow

WGSS 218 (S) Gender and Sexuality in the Neo-slave Narrative (DPE) (WS)

Cross-listings: WGSS 218 AFR 218 ENGL 218 AMST 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's *Kindred*, Jewelle Gomez's *Gilda Stories*, Glenn Ligon's "Runaways", and Jordan Peele's *Get Out*. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AFR 218 (D1) ENGL 218 (D1) AMST 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical

feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/willful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

WGSS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019

LEC Section: 01 TF 2:35 pm - 3:50 pm Julie A. Pedroni

WGSS 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)

Cross-listings: WGSS 231 ARTH 231

Secondary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums

Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)

Enrollment Limit: 10

Enrollment Preferences: a statement of interest will be requested in the event the course is over-enrolled

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 231 (D1) ARTH 231 (D1)

Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Spring 2020

TUT Section: T1 TR 11:20 am - 12:35 pm Stefanie Solum

WGSS 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ANTH 246 ASST 246 WGSS 246 REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions---including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 246 (D2) ASST 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

TUT Section: T1 TBAThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)

Cross-listings: WGSS 260 PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2) PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Greta F. Snyder

WGSS 317 (F) The New Woman in Weimar Culture (WS)

Cross-listings: GERM 317 WGSS 317

Secondary Cross-listing

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 317 (D1) WGSS 317 (D1)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01 MR 1:10 pm - 2:25 pm Christophe A. Kone

WGSS 322 (F) Introduction to Critical Theory (DPE) (WS)

Cross-listings: WGSS 322 PHIL 321

Secondary Cross-listing

"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and Charles Mills, among others.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

Writing Skills Notes: Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Fall 2019

TUT Section: T1 TBA Jana Sawicki

WGSS 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)

Cross-listings: WGSS 344 REL 344

Secondary Cross-listing

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

Class Format: discussion

Requirements/Evaluation: one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, juniors, seniors, and majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

Writing Skills Notes: Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

Fall 2019

SEM Section: 01 W 1:10 pm - 3:50 pm Tat-siong B. Liew